



DPS109 Job Description

Assistant Superintendent for Student Services

GENERAL INFORMATION

<i>TITLE</i>	Assistant Superintendent for Student Services
<i>DEPARTMENT</i>	Administration
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	Director of Special Education with General Administration and/or Principal or equivalent
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Exempt
<i>REPORTS TO</i>	Superintendent
<i>SUPERVISORY RESPONSIBILITIES</i>	All student services, programs and departments including but not limited to special education, Title I, early childhood, English Learners, and gifted and advanced learning in collaboration with the Department of Teaching, Learning, and Innovation.
<i>PRIOR EXPERIENCE</i>	Minimum of eight years of progressively responsible experience in education, educational administration, or related field which includes three years of experience working in an educational leadership position, as well as successful classroom teaching experience.
<i>EVALUATION</i>	Evaluated by the Superintendent of Schools and/or designee using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, and other sources of data. The evaluation cycle for the Assistant Superintendent for Student Services shall be one school year.

JOB GOAL

The Assistant Superintendent for Student Services directs the planning, development, organization, management, direction, and implementation of all aspects of Student Services for the District which include, but are not limited to, special education, Title I, English learners, gifted education, student discipline, grant funded programs, and Section 504. Furthermore, the Assistant Superintendent assures compliance with all laws, codes, and regulations related to Student Services; evaluates assigned personnel, and collaborates/provides support to administrative and professional staff in meeting identified instructional goals of the District.

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

- Collaborate with building principals and other administrators on implementing all learning initiatives of the District and assist in moving from a program based model that separates students to a service based model that unifies support for all students.
- Assists in the determination of types of instructional programs needed by the schools and makes appropriate recommendations (instructional programs include but are not limited to all special education services, early childhood services, elementary and middle level services, services for the gifted & talented, services for instructional technology).
- Develops proposals, new services, budgets, and grants for the purpose of meeting District goals.
- Evaluates District and building level student services and monitors the implementation of special education and compliance with regulations in each location, for the purpose of carrying out and achieving objectives within area of responsibility.
- In partnership with the Business Department and Superintendent, manages the District's fiscal resources and special education grants, prepares budgets and directs spending, and monitors maintenance of effort.
- Prepares documentation and reports data to the Illinois State Board of Education for the purpose of providing written support, conveying information, and complying with Federal and State regulations.
- Communicates information on services and regulations to school personnel, parents, the Board of Education and other districts for the purpose of understanding the services.
- In partnership with the school administrators and the Department of Human Resources, assists in the recruiting, hiring, supervising, and evaluating District level special education staff including speech-language pathologists, school psychologists, occupational therapists, physical therapists, and providers of Early Intervention and Early Childhood Special Education, for the purpose of carrying out objectives within areas of responsibility.
- Serves as the District Representative for IEP meetings when resources beyond school budgets may be considered for the purpose of efficiently managing fiscal resources while meeting special education regulations.
- Coordinates with outside agencies to provide services to students and staff, for the purpose of offering appropriate services.
- Oversees the training of special education teacher assistants for the purpose of assuring well-trained personnel.

- Assume responsibility for Child Find activities including the coordination of all schools' referral activities and preschool screenings.
- Collaborate with school-based administrators and district office administrators regarding the discipline of students with disabilities.
- Facilitate and/or participate in all matters of dispute resolution with the Illinois State Board of Education and the Office for Civil Rights pertaining to students with disabilities; manage mediation and due process procedures.
- Oversee and direct the allocation of special education staff to schools in accordance with state and local standards and student needs.
- Review federal and state legislation/regulations related to special education; identify and share the impact of changes on the District.
- Maintain open lines of communication regarding special education with all interested parties; respond to concerns of parents, teachers, support staff, building and district office administrators, and community members.
- Assists in planning and implementing services that support alignment of learning standards with effective special education teaching practices.
- Articulates and implements a clear vision for moving special education students on a service continuum from the least restrictive environment (LRE) to inclusion in regular education classes based on an integrated service delivery model.
- Monitors student needs for assistive technology required for access to the general curriculum. Provides required assistive technology and training for staff and students.
- Articulate exceptional education with regular education, including Response to Intervention.
- Assist in the preparation of bulletins, courses of study, public relations materials, and other instructional devices as pertinent to exceptional education.
- Consult with principals, teachers, and parents in matters of dispute regarding student FAPE which have not been resolved at the building level.
- Assist in the development, organization, and supervision of ESY.
- Coordinate the Health Services Program.
- Coordinate social emotional and mental health curriculum, instruction, and assessment.
- Oversee the Parents and Professional for Success (PPS) program.
- Supervision of the teaching, learning, and assessment for all student services programs and services.
- Work collaboratively with the Assistant Superintendent for Teaching, Learning, and Innovation on all learning initiatives.
- Perform such other duties as may be assigned by the Superintendent and/or the Board of Education.

MENTAL DEMANDS

Knowledge

- Thorough knowledge of leadership and supervisory principles, practices and techniques.
- Thorough knowledge of teaching principles, best practices, trends and approaches in education, special education, English language learning, and gifted education.
- Thorough knowledge of writing and evaluating Individual Education Plans and conducting functional behavioral assessments.
- Thorough knowledge of the principles, practices, and current issues in the provision of special education programs.
- Thorough knowledge of state and federal regulations governing assigned special education functional areas, including data privacy.
- Thorough knowledge of due process including referral, timelines, and least restrictive environments, etc.
- Thorough knowledge of and ability to use data to improve achievement.
- Thorough knowledge of and ability to guide and train teachers and other staff members, both licensed and unlicensed, in effective instructional techniques and strategies.
- Thorough knowledge of and ability to establish and maintain effective working relationships with teachers, students, the community, and administrative staff.
- Thorough knowledge of all Board policies and procedures relating to special education and the administration of school district programs, including student discipline, suspensions, and expulsions as well as student handbooks and staff guidelines.

Ability

- The employee shall communicate effectively with a variety of audiences in a variety of ways; model effective leadership; interpret laws and regulations related to education; lead successful, district-level improvement efforts; organize and prioritize assigned tasks and projects; promote consensus with groups of individuals having diverse interests and values; construct, implement, and monitor time lines and meet deadlines on projects and reports; make decisions and resolve complex issues in a timely and organized manner; and establish and maintain effective working relationships with staff and the public.

Education/Preparation

- The employee shall possess the minimum of a Master's degree in educational administration or curriculum and instruction but an advanced preparation degree beyond a Master's degree is strongly preferred.

Reasoning

- The employee must have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS

- While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

- The employee shall possess personal computing skills with the following types of software; web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved resources, technology, and assistive technology. While performing the duties of this job, the employee works in a building setting with children, works in outdoor weather conditions, and is subject to noises associated with both an educational environment and other setting such as the gymnasium, lunchroom, LMC, busses, and traffic coordination both before and after school.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

REVISED

- December 12, 2016