

JOB DESCRIPTION

READINGTON TOWNSHIP BOARD OF EDUCATION

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1740 Supervisor of Special Services
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JOB TITLE: SUPERVISOR OF SPECIAL SERVICES

REPORTS TO: Superintendent of Schools

SUPERVISES: Child Study Team members, Special Education Teachers, Special Education Aides, Related Service Providers, School Counselors

NATURE AND SCOPE OF JOB:

Leads and assumes responsibility for the organization, implementation, coordination, and evaluation of the activities and mandates of the Child Study Team to ensure that all students meet and exceed the State Core Curriculum Content Standards. Responsibilities also include the supervision of programs for the Home Bound and speech/language disorders, and the arrangement of transportation for handicapped students. The Supervisor of Special Services understands the laws and regulations of special education, understands effective diagnostic assessments for students experiencing difficulty in learning, works collaboratively to lead and nurture members of the staff, and communicates effectively with parents, members of the community, and colleagues in other districts and schools.

QUALIFICATIONS:

The Supervisor of Special Services shall:

1. Hold a valid New Jersey certificate in supervision and/or administration.
2. Hold a valid New Jersey Master's Degree from an accredited institution (college or university).
3. Have a minimum of five years teaching/administrative experience.
4. Hold a valid driver's license with no serious violations.
5. Have excellent administrative and/or teaching experience and work with students with special needs, demonstrating an understanding of the needs of these students.
6. Demonstrate excellent organizational skills and the ability to motivate people.
7. Demonstrate knowledge and understanding of special education programs and services, curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.

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8. Demonstrate an understanding of the regulations regarding the operation of special education programs, including those outlined in N.J.A.C. Title 6, Chapters 26 and 28, U.S.P.L. 93-112, and Section 504.
9. Have excellent integrity and demonstrate good moral character and initiative.
10. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
11. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
12. Demonstrate the ability to use computers for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
13. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
14. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
15. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
16. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
17. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.

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4. College transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Supervisor of Special Services shall be employed under the following terms:

1. Work year of twelve months.
2. Salary, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Supervisor of Special Services shall:

1. Establish and promote high standards and expectations for students and staff for academic performance and responsibility for behavior.
2. Coordinate, administer, and schedule services and procedures for the referral from Intervention and Referral Teams and the evaluation, classification and placement in the least restrictive individualized educational program by the Child Study Team for students who are educationally handicapped as required by N.J.A.C. Title 6 Chapters 26 and 28, and other State mandates and guidelines.
3. Administer, schedule, and evaluate the Child Study Team process for the development, annual review, and third year re-evaluation of Individual Education Plans (IEPs) as required by State and federal mandates and guidelines. Ensure teacher and parent participation in the process and access to records, following notification and due process requirements when necessary.
4. Ensure that the IEPs address the student's achievement in each of the Core Curriculum Content Standards including:
 - Cross Content Workplace Readiness Skills;
 - Visual and Performing Arts;

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- Language Arts Literacy;
 - Mathematics;
 - Science;
 - Social Studies; and
 - World Languages.
5. Represent the Board, when requested, in mediation, administrative hearings and court proceedings relating to students in need of or receiving special services.
 6. Complete in a timely fashion all records and reports as required by law and regulation or requested by Superintendent. Answer correspondence promptly.
 7. Follow procedures for safe storing and integrity of all public and confidential school records, ensuring that personnel and student record keeping procedures comply with State and federal law and district policy.
 8. Plan, organize, implement, supervise, coordinate, and evaluate a comprehensive program of Home Bound Instruction when required (N.J.A.C. 6A:14-4.8 and 4.9).
 9. Plan, organize, implement, supervise, coordinate, and evaluate a comprehensive program of speech, hearing and/or language disorders, including programs dealing with both corrective and preventative aspects of communication disorders of voice, language, and articulation, following N.J.A.C. 6A et seq. and other State rules, regulations, and procedures.
 10. Arrange and monitor transportation of all eligible handicapped students.
 11. Supervise the use of computer assisted instruction in the special education programs.
 12. Assist the Superintendent with the evaluation of the various programs in special education to ensure that they assist students in achieving the Core Curriculum Content Standards. Assist with review of the facilities, the development of curriculum, the evaluation of learning strategies used in classrooms, and the involvement of parents.
 13. Be responsible for the planning and development of pupil personnel services and special education by:
 - a. Formulating plans, in cooperation with staff members and administration for the improvement of pupil personnel services and special education, that most effectively meets the needs of children and community.

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- b. Assisting in the development of curriculum that provides for various abilities, talents, and interests of students.
 - c. Assisting the principal/s, guidance counselors and nurses to organize and implement appropriate programs for their respective schools.
 - d. Assisting in the preparation of the annual budget with specific responsibility for those areas related to pupil personnel services and special education.
14. Be responsible for professional staff supervision and development by:
- a. Providing program supervision to guidance counselors, nurses, teachers of special education and paraprofessionals. He/she shall provide both the administrative and program supervision to speech specialists and Child Study Team.
 - b. Making regular, systematic visits and/or conferences with pupil personnel specialists, teachers of special education and paraprofessionals for the purpose of helping each staff member to become more professionally effective.
 - c. Sharing in the orientation of new pupil personnel specialists and teachers to the school system.
 - d. Developing and maintaining an on-going and well planned in-service program for staff.
 - e. Encouraging the professional staff to try new techniques, practices, and methods designed to enhance their effectiveness with pupils, parents, and staff.
 - f. Fostering the professional growth and development of staff members with opportunities for visitations, demonstrations, conferences, workshops, and research projects.
15. Be responsible for program administration and coordination by:
- a. Coordinating the activities of guidance, Child Study Team, nurses, and speech with administrators and supervisors.
 - b. Promoting a coordinated team approach and a balanced program of services among various pupil personnel specialists that is responsive to the needs of pupils, parents, and staff.

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- c. Reviewing, coordinating, channeling, and scheduling reports for services, including case status and progress to final disposition of services.
 - d. Coordinating pupil personnel services with other out-of-district schools and community agencies that work jointly in the resolution of pupil problems and programs outside of school.
 - e. Providing a leadership role in the continuing development and implementation of administrative procedures related to the collection, maintenance, and dissemination of pupil records.
 - f. Preparing administrative reports for the State Department of Education and the Superintendent of Schools.
 - g. Preparing applications for state and federal grants.
 - h. Coordinate the activities of the special education parent support group.
 - i. Keeping the central administration well informed on all significant matters under his/her supervision.
 - j. Assessing the adequacy of present procedures and programs, and identifying possible steps to strengthen the program of services to pupils, parents, and staff.
16. Serve as a recruitment officer for pupil personnel specialists and teachers of special education by:
- a. Consulting with building principles to develop a job analysis for building-based pupil personnel specialists and teachers of special education for positions that are vacant.
 - b. Examining and screening the applications or resumes for positions, and initiating and conducting appropriate interviews.
 - c. Recommending candidates for a specific position in Pupil Personnel Services or special education to the building principal for an interview.
 - d. Recommending candidates that are under the administrative and functional supervision of the Supervisor of Pupil Personnel Services to the Superintendent of Schools for an interview.

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17. Supervise all assigned personnel to ensure that all responsibilities are met and exceeded, consistent with research on learning and child growth and development, and strategies in special education instruction.
18. Develop with individual staff members a Professional Improvement Plan (PIP). Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, Board policy, and contractual requirements. Recommend to the Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel assigned to the Supervisor, following established procedures and timelines.
19. Recommend staffing needs and assist with the recruitment and selection of new personnel. Provide orientation and assistance and monitor the performance of new staff.
20. Provide and coordinate assistance to staff in the regular programs of the district to assist them with classified students or with students who are experiencing difficulty. Provide opportunities for effective staff development that address the needs of the staff, including, workshops, conferences, visitations, demonstration lessons and sessions in which the staff shares successful practices and strategies.
21. Prepare grant and other applications as requested by the Superintendent.
22. Recommend budgets to support assigned programs. Coordinate the purchasing of instructional materials and equipment following district procedures and guidelines.
23. Collect and analyze data, particularly State assessments, regarding the achievement of classified students and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs. Share with staff the results of State and other assessments.
24. Establish a professional rapport with students and with staff that earns their respect, maintaining visibility with students, staff, parents, and the community.
25. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
26. Serve as a role model for students, dressing professionally, and demonstrating the importance and relevance of learning, accepting responsibility, and pride in the education profession.

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27. Notify immediately appropriate personnel and agencies, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
28. Keep the staff informed and seek ideas for improvement. Conduct meetings as necessary for the proper functioning of the instructional programs.
29. Use effective presentation skills when addressing the school community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
30. Communicate regularly with the Superintendent and with principals about the needs, successes, and general operation of the various programs and services. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the Core Curriculum Content Standards and responsibility for behavior.
31. Attend required staff meetings and serve, as appropriate, on staff committees.
32. Represent the school and district at community, State, and professional meetings.
33. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
34. Summarize, interpret, and disseminate current developments in special education and related services through reading of professional journals, participation in professional development, and involvement in professional organizations.
35. Maintain in safe working condition and safely operate all electronic and other equipment needed to carry out job functions and responsibilities.
36. Observe strictly and exceed, to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 et seq.) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
37. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

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38. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
39. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, and contractual obligations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by the employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

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5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION:

The Superintendent of Schools shall evaluate the Superintendent of Special Services in accordance with Policy No. 3223 and Regulation Nos. 3223.1 and 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.