

**TITLE: SUPERVISOR OF SPECIAL SERVICES**

**QUALIFICATIONS:**

1. Masters Degree in special education or educational administration/leadership; demonstrated familiarity with special education law and regulations; Certificate as a supervisor or school principal.
2. Minimum five years' experience as a special education teacher or member of the Child Study Team. Previous supervisory experience preferred.
3. Broad knowledge of state and federal special education laws, regulations, procedures and reporting requirements.
4. Demonstrated ability to effectively administer special education programs and to work with parents, community groups and agencies.
5. Strong leadership and communication skills.
6. Required criminal history check and proof of U.S. citizenship or resident alien status.
7. Such alternative or additional qualifications as the Board may deem appropriate.

**REPORTS TO:** Superintendent

**SUPERVISES:** Child study team members, certified and noncertified special education and related services personnel

**JOB GOALS:**

To provide leadership and direction to enable special education pupils to benefit from their educational opportunities to the fullest extent by eliminating or ameliorating problems that interfere with student learning.

Ability to identify student deficiencies, coordinate a program to correct those deficiencies and evaluate improvement through the use of assessment instruments. In addition, the Supervisor of Special Services must be able to identify funding sources which would meet district needs and administer an efficient system of application and distribution of those funds.

**PERFORMANCE RESPONSIBILITIES:**

Instructional Leadership

1. Provides leadership in the development of the district's special education program; coordinates and supervises related activities. Evaluates existing programs and makes recommendations for improvements.
2. Keeps informed of all legal requirements governing special education, keeps staff informed of legal requirements and ensures that all requirements under administrative code, state/federal law and board policy are met.
3. Serves as a member of the child study team. Assumes responsibility for the preparation and timely submission of all required documents and reports, in order to assure district compliance with legal requirements of this process. Monitors the implementation of IEPs.
4. Recommends policies and programs essential to the needs of special education children.

# MENDHAM BOROUGH SCHOOL DISTRICT

## SUPERVISOR OF SPECIAL SERVICES (continued)

E-11

5. Establishes procedures for evaluation, placement and reappraisal of students in need of special education and/or related services.
6. Supervises and coordinates home instruction for homebound or hospitalized general education and special education pupils.
7. Assumes responsibility for district compliance with regulations regarding school special education programs. Plans, develops and coordinates the district's system of special education services.
8. In conjunction with program staff and principals, develops and oversees a budget plan consistent with the needs of the total district. The plan to provide clear instructions to the staff to ensure recommended budget appropriations is linked to specific program objectives and defined student outcomes.
9. Prepares, writes and oversees state/federal program plans and budgets under such legislation as the Individuals with Disabilities Education and the Americans with Disabilities, etc., as appropriate.
10. Oversees the development and effective delivery of the district's special education program, including the development and maintenance of the cumulative records of students receiving special services.

### Staff Supervision and Coordination

1. Assumes responsibility for the recruitment, assignment, supervision and evaluation of all certified and noncertified special education staff.
2. Supervises and coordinates the activities of child study team members and ensures the placement of individual students with special needs in those educational situations best suited to their requirements.
3. Develops and oversees a comprehensive in-service program and courses responsive to staff development. In-service needs to be identified, in part, from findings of the appraisal process.
4. Recommends to the Superintendent the appointment, contract renewal or non-renewal, withholding or increment and dismissal of staff within the Student Services Department.
5. Determines program objectives reflective of district goals.
6. In conjunction with district/program staff, identifies student deficiencies and assesses student progress through the utilization and interpretation of district and state test data; and adjusts individual student instructional programs accordingly.
7. Provides input necessary for development of master schedules.
8. Develops procedures and practices to foster the attainment of district/program curriculum objectives for exceptional students. (Curriculum management practices such as directing the monitoring of teacher instructional strategies, reviewing samples of individual student performance maintained by the instructional staff, coordination and dissemination of needed instructional tools, etc., should be emphasized.)
9. Evaluated the adequacy of the program's curriculum and devises ways to alleviate identified program needs.

### Contact with Parents and Community

1. Initiates, facilitates and maintains liaison with community agencies and other resources to meet pupils' special needs. Refers parents and child to agencies when appropriate.

# MENDHAM BOROUGH SCHOOL DISTRICT

## SUPERVISOR OF SPECIAL SERVICES (continued)

E-11

2. Interprets the objectives of the district's special education program to parents, students, staff and the community.
3. Meets with parents to discuss implementation of the IEP and to resolve grievances.

### Program Planning, Administration, Evaluation and Reporting

1. Cooperates with building principal to plan, coordinate and evaluate the special services program and to evaluate the performance of special education staff assigned to each school.
2. Participates in the development and implementation of in-service and training programs.
3. Prepares and administers the departmental budget.
4. Directs the work of the school psychologists, social workers, learning disabilities specialists, special education/resource room/supplemental teachers, speech and occupational therapists, and other support personnel as assigned.
5. In conjunction with principals and maintenance supervisors, provides for efficient and effective use of the physical space and facilities for Student Services programs.
6. In conjunction with building principal, monitors discipline/attendance rules and regulations established for building operations consistent with state law and Board policy.
7. Maintains documentation of all program activities.
8. Accepts an active role in communicating and working with central administration/supervisory personnel and the building principals to solve problems dealing with resources and personnel.
9. Functions as a resource person to the Superintendent and principals in recommending solutions which contribute to successful academic, personal, and social experiences for district students.
10. Directly supervises all Special Education Programs and related Special Services in the district.

### Communications

1. Completes in an accurate and timely manner all required local, state, and federal reports.
2. Maintains communications with the state, county, and community organizations specializing in child welfare, mental health, protective, judicial, and support services.
3. Maintains communication with parent groups.
4. Disseminates information to staff, LEA administration, and the community.
5. Consults and maintains liaison between Student Services programs and other district programs including, general education, compensatory education, physical education, and transportation department.
6. Prepares clear and concise correspondence, reports, and agenda to meet staff needs.

### 504 Compliance Officer

1. Serves as the 504 Compliance Officer. Supervises the identification and evaluation of eligible students in accordance with Section 504 of the Rehabilitation Act, supervises appropriate services, including parental notification and procedural safeguards in conjunction with the school principal or designee.

# MENDHAM BOROUGH SCHOOL DISTRICT

## SUPERVISOR OF SPECIAL SERVICES (continued)

E-11

### Other

1. Maintains personal professional competence and continuous improvement through in-service education and other professional growth activities.
2. Performs other related duties as may be assigned by the Superintendent.

### **TERMS OF**

**EMPLOYMENT:** 195 days, consistent with the MBASA agreement.  
Work year and salary to be determined by the board.

### **ANNUAL**

**EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

Approved by: Mendham Borough Board of Education

Date: September 23, 2014

### **LEGAL REFERENCES:**

N.J.S.A. 10:5-1 et seq.	Law Against Discrimination
N.J.S.A. 18A:6-7.1	Criminal history records; employee in regular contact with pupils; grounds for disqualification from employment; exception
N.J.S.A. 18A:6-10	Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A. 18A:16-2	Physical examinations; requirement
N.J.S.A. 18A:26-1	Citizenship of teachers, etc.
N.J.S.A. 18A:26-1.1	Residence requirement prohibited
N.J.S.A. 18A:26-2	Certificates required; exception
N.J.S.A. 18A:27	Employment and contracts
N.J.S.A. 18A:28-3	No tenure for noncitizens
N.J.S.A. 18A:28-5	Tenure of teaching staff members

# MENDHAM BOROUGH SCHOOL DISTRICT

E-11

## SUPERVISOR OF SPECIAL SERVICES (continued)

N.J.S.A. 18A:28-8	Notice of intention to resign required
N.J.S.A. 18A:40	Promotion of health and prevention of disease
N.J.S.A. 18A:40A	Substance abuse
N.J.S.A. 18A:46	Classes and facilities for handicapped children
N.J.A.C. 6A:7	Managing for equality and equity in education
N.J.A.C. 6A:8	Standards and assessment
N.J.A.C. 6A:9	Professional licensure and standards
See particularly:	
N.J.A.C. 6A:9-3	Professional standards for teachers and school leaders
N.J.A.C. 6A:9-5	General certification policies
N.J.A.C. 6A:9-8	Requirements for instructional certificate
N.J.A.C. 6A:9-9	Instructional certificates
N.J.A.C. 6A:9-11.3	Special education
N.J.A.C. 6A:9-11.4	Bilingual education

## MENDHAM BOROUGH SCHOOL DISTRICT

### SUPERVISOR OF SPECIAL SERVICES (continued)

E-11

N.J.A.C. 6A:9-11.5	English as a second language
N.J.A.C. 6A:9-13	Requirements for educational services certification
N.J.A.C. 6A:9-15	Required professional development for teachers
N.J.A.C. 6A:9-16	Required professional development for school leaders
N.J.A.C. 6A:14	Special education
N.J.A.C. 6A:16	Programs to support student development
N.J.A.C. 6A:17	Students at risk of not receiving a public education
N.J.A.C. 6A:30	Evaluation of the performance of school districts
N.J.A.C. 6A:32-4	Employment of teaching staff
N.J.A.C. 6A:32-4.4	Evaluation of tenured teaching staff members
N.J.A.C. 6A:32-4.5	Evaluation of nontenured teaching staff members
N.J.A.C. 6A:32-6	School employee physical examinations
N.J.A.C. 6A:32-7	Student records