

Lacey Township School District

JOB TITLE: Supervisor of Special Education for Grades Pre-K Through 6

QUALIFICATIONS:

1. Hold a New Jersey Administrative Certificate in accordance with the requirements of N.J.S.A. 18A:27-1 et seq., and N.J.A.C. Title 6A, Chapter 9B, with a Supervisor endorsement (N.J.A.C. 6A:9B-12.6).
2. Hold a Master's Degree from an accredited college or university.
3. Have a minimum of five consecutive years of documented and proven effective special education teaching experience or child study team experience. Special education administrative experience is preferred.
4. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

REPORTS TO: Director of Special Services

SUPERVISES: All staff as assigned

NATURE AND SCOPE OF JOB:

The Supervisor of Special Education for Grades Pre-kindergarten through 6 has broad program responsibilities supporting the development, organization, implementation, and coordination of elementary programming for students eligible for special education and related services. Additionally, the Supervisor works collaboratively with District administrators, child study team members, speech/language specialists and teachers in the development and monitoring of special education programs and services. The Supervisor communicates effectively with parents, members of the community, and colleagues in other districts and schools.

JOB FUNCTIONS AND RESPONSIBILITIES:

The list below is intended to describe the general nature and level of work performed by individuals assigned to this job title. This is not intended to be an exhaustive list of all responsibilities, duties, and tasks required of personnel so classified.

1. Assist in the supervision and evaluation of special education staff by conducting site visits, walk-throughs, spot observations, feedback, modeling, and coaching to ensure high-quality learning based on current research and child development.
2. Monitor teacher and child study team member proficiency in planning and delivery of effective instruction and support services.
3. Monitor and support the extended school year program.
4. Monitor child study teams to ensure compliance and consistency with New Jersey Administrative Code for Special Education (N.J.A.C. 6A:14).
5. Consult with members of the child study team at individual case conferences.
6. Assists in the development and implementation of individualized education program (IEP) goals and objectives bank to provide and ensure consistency with the District's general education curricula and core curriculum content standards.
7. Support teachers in the development of accurate present-levels of achievement and identification of appropriate goals and objectives for individual student IEPs.

8. Provide case management supervision to child study team members at the building level.
9. Assist in student identification, program implementation and evaluation of programs designed to meet the needs of students.
10. Work collaboratively with special education staff for achieving the outcomes identified in student IEPs.
11. Work collaboratively with principals and the Director of Special Services to evaluate the effectiveness of the special education program as designated in school improvement plans and develop student intervention programs to address specific content areas.
12. Provide leadership through the development of and participation in professional development activities such as Professional Learning Communities (PLCs) and grade-level meetings for the special education staff and general education staff on effective instructional strategies, challenging behaviors, learning assessments and diagnosis and research related to different learning styles.
13. Coordinate curriculum planning and implementation of Common Core State Standards, New Jersey Student Learning Standards, and New Jersey Department of Education Model Curriculum for special education students.
14. Promote the development of and implementation of developmentally appropriate materials with special education staff to ensure effective instruction.
15. In collaboration with the Director of Special Services, special education supervisors, and principals:
 - a. Evaluate program effectiveness meeting school and program objectives, course proficiencies, student needs, consistent with research in the field and, where appropriate, grant conditions. Make recommendations for program improvement.
 - b. Work with subject supervisors and/or department chairpersons in program development, implementation, evaluation, and staff development.
 - c. Analyze information and test results regarding student achievement; make recommendations to meet the needs of individuals and groups, as well as assist in the administration and interpretation of testing.
 - d. Prepare program objectives, course proficiencies, scope and sequence, course materials, and methods of evaluation for special education programs.
16. Ensure articulation of special education programs to ensure coordination of programs across curriculum areas.
17. Monitor and evaluate classroom instruction related to District curriculum.
18. Monitor and evaluate student progress to ensure appropriate placements; oversee implementation of general education curriculum and make curriculum decisions for alternative materials and strategies in-class resource, replacement resource, and self-contained programs.
19. Coordinate the work of teachers, child study team members and speech-language specialists in serving special education students.
20. Develop long-range and short-range program improvement plans by participating in activities toward achieving departmental goals.
21. Develop, coordinate, and supervise special education activities to ensure reasonable uniformity of curriculum content materials and methods of instruction, as well as conformity to district policy and procedures.
22. Communicate periodic progress with the Director of Special Services and/or the Assistant Superintendent for Curriculum and Instruction.
23. Collect and analyze data to support and increase student achievement for students with disabilities.
24. In coordination with principals, develop a Professional Development Plan (PDP) with special education staff.

25. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner, in accordance with New Jersey legal requirements, Board policy, and contractual requirements.
26. Schedule observations of teaching staff members and support staff members.
27. Consult with teaching staff members to assist them with developing their student growth objectives.
28. Calculate teaching staff members' student growth objective score when applicable.
29. Provide teaching staff members with clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development.
30. Schedule, conduct, and complete annual performance summaries of assigned staff members.
31. Assist with the mentoring of new teaching staff members.
32. Identify professional development opportunities for all teaching staff members based on the review of aggregate school-level data, including, but not limited to, educator evaluations and student performance data to support school-level professional development plans.
33. Plan and deliver high-quality professional development in all assigned areas.
34. Encourage staff professional growth and development.
35. Ensure that all assigned teaching staff members have individual professional development that supports student achievement and that is, to the greatest extent possible, created in consultation with the School Improvement Panel.
36. Maintain accurate records relating to, but not limited to, teacher evaluations, student growth objectives, corrective action plans, professional development, educator practice trainings, and pre-observation conferences, post-observation conferences, and summative evaluation conferences.
37. Immediately notify the appropriate administrators when any assigned teaching staff member or other professional staff member receives "partially effective" and/or "ineffective" for two consecutive annual summative evaluations.
38. Recommend to the Superintendent the renewal, dismissal, withholding of increment, promotion or other actions for all personnel under the Supervisor's purview, following established procedures and timelines.
39. Recommend to the Superintendent personnel to fill all vacant positions under the Supervisor's purview, following district affirmative action, recruitment and selection procedures.
40. Collaborate with principals and other professional staff in establishing the master schedule for instructional programs, ensuring sequential learning experiences for students that meet and exceed the State Core Curriculum Content Standards.
41. Plans, coordinates and supervises extended school year programs for eligible students in conjunction with the Director of Special Education and other special education supervisors.
42. Prepares new course applications for submission to the New Jersey Department of Education for approval and maintains related records. Prepares grant applications, in consultation with the Financial Services Department, for submission to grantor agencies and maintains related records.
43. Conducts public information programs. Prepares publications and other activities that are intended to improve and explain the function of special education in the schools in collaboration with the other administrators.
44. Works collaboratively with the Director of Special Services and others in preparing a budget supporting special education programs and in ensuring that the recommended budget is prepared in accordance with budget development directives and is comprehensively detailed. Effectively manage the budget, as may be assigned, including preparing and approving all purchase requisitions, in accordance with Board policies and regulations, and the directives of the School Business Administrator or his/her designee.

45. Coordinate the acquisition of textbooks, supplemental materials, software, supplies, and equipment. Maintain a record of all equipment malfunctions, service calls, replacements, cost and time lost.
46. Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
47. Use effective written and oral English skills when communicating with students, parents, and colleagues.
48. Maintain positive, cooperative, and mutually supportive relationships with the central administration, supervisors, principals, parents, and representatives of resource agencies within the community.
49. Hold regular staff meetings and serve, as appropriate, on staff committees.
50. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
51. Summarize, interpret, and disseminate current developments in learning theory and research, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
52. Serve on District, state, or community councils or committees as assigned or appropriate.
53. Represent, consistently, the District in a positive and professional manner.
54. Follow procedures for safe storage 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.
55. Protect the confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
56. Observe strictly 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.
57. Perform any duties that are within the scope of employment and certifications, as assigned by the Director of Special Education and not otherwise prohibited by law or regulation.
58. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies, regulations and procedures, and contractual obligations.
59. Attend Board of Education meetings and prepare such reports and agenda items for the Board as the Superintendent may direct.

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 this position, and are not meant to be. Reasonable accommodations may be made to enable individuals with certain disabilities to perform the essential responsibilities and functions of this job. Unless reasonable accommodations are made to enable an employee to complete these tasks, the employee will have the ability to:

1. Speak, hear, and comprehend intelligible English.
2. Communicate effectively in English, using proper writing mechanics, grammar and Vocabulary.
3. Visual and mental acuity.
4. Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently as needed to move objects.

5. Sit, stand, walk, stoop, crouch, squat, bend, kneel, reach, and repetitive motion for unspecified periods of time.
6. Use arms, hands, fingers, feet and toes, and apply manual dexterity to handle objects and materials, and operate office equipment, computers, cell phones, and portable computing and communication devices.

Environmental Demands - The environmental 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:

1. Exposure to a variety of childhood and adult germs, and communicable and non-communicable diseases and illnesses.
2. Exposure to heated/air conditioned and ventilated facilities. The work area is generally subject to minimal environmental discomfort related to poor ventilation, loud noises, and/or extremes of heat or cold.
3. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
4. Function in a workplace that is usually moderately quiet but that can be noisy at times.
5. Occasional exposure to a variety of weather conditions.
6. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.
7. The nature of the work environment may produce moderate levels of stress.

TERMS OF EMPLOYMENT: Salary and work year to be determined by the Board of Education

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: **LACEY TOWNSHIP BOARD OF EDUCATION**

DATE: **April 15, 2019**

REVISED: