

**PLEASANTVILLE PUBLIC SCHOOLS
PLEASANTVILLE, NEW JERSEY
JOB DESCRIPTION**

Instruction/Curriculum

TITLE: DIRECTOR OF SPECIAL SERVICES

QUALIFICATIONS:

1. N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11, with a school administrator/ principal endorsement (N.J.A.C 6:11-9.3 and 9.5).
2. Hold a Master's Degree from an accredited college or university.
3. Minimum of three (3) years successful experience in a Child Study Team discipline or related administrative experience;
4. Strong leadership and organizational skills.
5. Excellent interpersonal and communication skills.
6. Knowledge of educational technology.
7. Have excellent integrity and demonstrate good moral character and initiative.
8. Hold a valid driver's license with no serious violations.
9. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
10. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
11. 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.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six-month period, provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
13. 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.
14. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3- 4A.4.
15. Meet such alternates to the above qualifications as the Superintendent may deem appropriate, acceptable and legal.

REPORTS TO: Superintendent of Schools and/or Assistant Superintendent

JOB GOAL:

To plan, organize and oversee in collaboration with each building principal, all phases of special services. This includes: speech language specialist, nurses, child study team members, special education teachers and guidance counselors.

PERFORMANCE RESPONSIBILITIES:

1. Recommends through coordination of respective staffs, policies and programs to improve special services to all students;
2. Provides leadership in establishing new speech/nurse programs and develops improved understanding of existing programs;
3. Coordinates with the building principals, nurses' services in all schools;
4. Establishes procedure for placement, evaluation, assignment, and reappraisal of students vis-à-vis the child study team;
5. Assists in the evaluations according to contract of personnel in speech, the child study team, school nurses and guidance counselors;

DIRECTOR OF SPECIAL SERVICES (continued)

6. Recruits, selects, and recommends personnel under his/her supervision;
7. Assumes responsibility for compiling, maintain, and filing all reports, records, and other documents legally required or administratively useful in regard to special services;
8. Ensures that arrangements for transportation are made for special needs children placed in district (if needed) and/or out of district;
9. Develops budget recommendations and provides expenditure control on established budges for all programs as assigned;
10. Oversees the procedure of assigning student to home instruction and processing the necessary paper work for payments to teachers;
11. Keeps informed of the state and financial aid for special education; board, the administration, the staff, and public at large;
12. Ensures that a permanent inventory of equipment purchased for special services is maintained;
13. Oversees the referral to proper agencies for students needing special attention;
14. Maintains close contact with the office of the principal in all schools to provide for a smooth flow of information;
15. Chairs regular monthly meetings of the speech therapists, nurses, child study team and guidance counselors and sends agendas to the superintendent;
16. Attends regularly scheduled meetings with principals and district administrators;
17. Ensures that evaluations, placement and program options for students are according to federal and state guidelines;
18. Oversees the medical services provided to students by the nurses, school physician and/or physician specialist;
19. Insures that all testing done by the child study team members is according to 6:28.2 and that placement meets the federal and state mandates, of LRE;
20. Investigates cases where families are declared "homeless" in order to ensure these families are, in fact, the responsibility of the Pleasantville School District;
21. Plans necessary "staff development" to improve the quality of the delivery of instruction in the respective classroom;
22. Enforces all Board of Education policies that pertain to handicapped students;
23. Serves as Public Law 504 officer for the school district and insures that the district is in compliance with federal and state regulations;
24. Oversees the supervisors of special education/gifted and talented and guidance staff;
25. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
26. 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.
27. 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.
28. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, 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:

DIRECTOR OF SPECIAL SERVICES (continued)

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

TERMS OF EMPLOYMENT: 12-month employee, salary and work year as set 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: Pleasantville Board of Education

Date: August 11, 2020

Revised:

LEGAL REFERENCES:

<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
<u>N.J.S.A. 18A:6-7.1</u>	Criminal history records; employee in regular contact with pupils; grounds for disqualification from employment; exception
<u>N.J.S.A. 18A:6-10</u>	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement
<u>N.J.S.A. 18A:26-1</u>	Citizenship of teachers, etc.
<u>N.J.S.A. 18A:26-1.1</u>	Residence requirement prohibited
<u>N.J.S.A. 18A:26-2</u>	Certificates required; exception
<u>N.J.S.A. 18A:27</u>	Employment and contracts
<u>N.J.S.A. 18A:28-3</u>	No tenure for noncitizens
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members
<u>N.J.S.A. 18A:28-8</u>	Notice of intention to resign required
<u>N.J.S.A. 18A:40</u>	Promotion of health and prevention of disease
<u>N.J.S.A. 18A:40A</u>	Substance abuse
<u>N.J.S.A. 18A:46</u>	Classes and facilities for handicapped children
<u>N.J.A.C. 6A:7</u>	Managing for equality and equity in education
<u>N.J.A.C. 6A:8</u>	Standards and assessment

DIRECTOR OF SPECIAL SERVICES (continued)

<u>N.J.A.C. 6A:9</u>	Professional licensure and standards
See particularly:	
<u>N.J.A.C. 6A:9-3</u>	Professional standards for teachers and school leaders
<u>N.J.A.C. 6A:9B</u>	State board of examiners and certification
See particularly:	
<u>N.J.A.C. 6A:9B-5</u>	General certification policies
<u>N.J.A.C. 6A:9B-8</u>	Requirements for instructional certificate
<u>N.J.A.C. 6A:9B-9</u>	Instructional certificates
<u>N.J.A.C. 6A:9B-10.3</u>	Special education
<u>N.J.A.C. 6A:9B-11.5</u>	Principal
<u>N.J.A.C. 6A:9B-11.6</u>	Supervisor
<u>N.J.A.C. 6A:9C-3</u>	Required professional development for teachers and school leaders
<u>N.J.A.C. 6A:10</u>	Educator effectiveness
See particularly:	
<u>N.J.A.C. 6A:10-2.1 et seq.</u>	Evaluation of teaching staff members
<u>N.J.A.C. 6A:10-4.1 et seq.</u>	Components of teacher evaluation
<u>N.J.A.C. 6A:10-5.1 et seq.</u>	Components of principal evaluation
<u>N.J.A.C. 6A:10-6.1 et seq.</u>	Evaluation of teaching staff members other than teachers, principals, vice principals and assistant principals
<u>N.J.A.C. 6A:14</u>	Special education
<u>N.J.A.C. 6A:16</u>	Programs to support student development
<u>N.J.A.C. 6A:17</u>	Students at risk of not receiving a public education
<u>N.J.A.C. 6A:30</u>	Evaluation of the performance of school districts
<u>N.J.A.C. 6A:32-4</u>	Employment of teaching staff
<u>N.J.A.C. 6A:32-6</u>	School employee physical examinations
<u>N.J.A.C. 6A:32-7</u>	Student records

8 U.S.C.A. 1100 et seq - Immigration Reform and Control Act of 1986,

20 U.S.C. 1400 et seq., Individuals With Disabilities Education Act (IDEA), reauthorized 1997, P.L. 105-17 (formerly the Education for All Handicapped Act)

Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (3d Cir. 1993)

Every Student Succeeds Act, Pub. L. 114-95, Title 1, 20 U.S.C.A. 6301 et seq.