

FLEMINGTON-RARITAN REGIONAL SCHOOLS
JOB DESCRIPTION

Job Title: Supervisor of Pupil Personnel Services and Special Education

Qualifications:

1. Holds a NJ Supervisor Certificate.
2. Supervisory experience preferred.
3. A minimum of five years teaching experience preferred.

Reports to: Director of Pupil Personnel Services and Special Education

Job Goal: To provide leadership and supervision toward ensuring the effective delivery of special education and student academic support programs. To coordinate District Intervention and Referral Services.

Special Education Performance Responsibilities:

1. Guide development, implementation and evaluation of curriculum and special education instructional services.
2. Assist in the development of the budget for the Special Services Department.
3. Keep abreast of developments in all subject areas that impact special education, and furnish leadership in determining their appropriateness for inclusion in the district educational program.
4. Assist in the recruitment, screening, hiring, training, and assigning of instructional personnel.
5. Guide development, implementation, and evaluation of in-service training programs for professional personnel.
6. Work with building principals on the improvement of school-based programs and personnel in special education.
7. Communicate the approved curriculum to professional staff and parents where it involves special education.
8. Work with principals and teacher committees in organizing and coordinating grade-level and departmental meetings, in order to affect horizontal and vertical continuity and articulation of the instructional program for special education throughout the district in coordination with the district curriculum supervisors.
9. Assist in the creation of and edits within curriculum guides to include possible modifications for students with disabilities in coordination with the district curriculum supervisors.
10. Assist in the development of curriculum concerned with, but not limited to, functional skills, community-based education, vocational skills, etc., and see that this curriculum is articulated K-8.
11. Observe teachers in their classrooms and offer insight for the enhancement of the teaching-learning situation.

12. Assist with reviewing and evaluating results of district-wide testing programs, and for other evaluative measures used by the schools.
13. Study and evaluate, and, as appropriate, recommend adoption of new instructional materials, methods, and programs, and assist in budget preparation for newly approved programs.
14. Maintain liaison and active participation with educational leaders in curriculum and instruction at state, regional, and national levels.
15. Participate in articulation with HCRHS.
16. Gather information, review student performance data, and as needed, recommends changes in programming/curriculum for special needs students.

Response to Intervention Performance Responsibilities:

1. Participate in professional growth and development and stay abreast of current research through continuing education, educational seminars, workshops, conferences, and membership in professional organizations.
2. Organize the procedure for student selection and release.
3. Design collaborative systems to support the sharing of RtI best practices.
4. Meet with literacy and math support staff to develop entrance/exit criteria, analyze assessments, review student progress and ensure interventions are implemented with integrity.
5. Meet with Response to Intervention Team Leaders and District Math and Language Arts supervisors to ensure consistency in implementing RtI across the district, share successful intervention implementation strategies and areas for improvement, and collaborate regarding district-wide training opportunities
6. Gather, organize and budget for grade-level/subject-area universal assessment tools.
7. Collaborate with building administration on general parameters, operations and scheduling of literacy and math support.
8. Use data from instructional quality assessments to identify areas of strength and opportunity.
9. Use data to help teachers identify and group children who need additional supports.
10. Support teachers in developing and implementing secondary and tertiary interventions.
11. Help teachers develop and implement research-based, developmentally appropriate interventions for individual children and groups of children to enhance their acquisition of literacy and mathematics skills.
12. Support teachers in documenting children's progress.

Intervention and Referral Services Performance Responsibilities:

1. Organize and provide professional development to the District Intervention and Referral Services Team, building-based I&RS teams, school counselors, and building staff.
2. Assess district I&RS processes and procedures, and revise forms as appropriate.
3. Monitor student I&RS action plans.
4. Participate in annual reflection and development of a team improvement plan that details interventions that were most successful during the school year, an identification and

analysis of significant needs and issues that could facilitate school planning for the subsequent year, and a description of suggestions or recommendations for improving process.

TERMS OF

EMPLOYMENT: Salary for twelve-months and work year to be determined by the Board in alignment with the FRAA contract.

EVALUATION: Performance of this job will be evaluated annually in accordance with the Board's policy on evaluation of certified staff.

APPROVED BY: Board of Education **DATE:** 11/27/17