

# JOB DESCRIPTION

**BOARD OF EDUCATION  
FAIRFIELD**

**DIRECTOR OF SPECIAL SERVICES  
ADMINISTRATION**

## **DIRECTOR OF SPECIAL SERVICES**

### **QUALIFICATIONS:**

1. Master's Degree or higher from an accredited college or university in special education or educational administration/leadership; Standard Certificate or Certificate of Eligibility (CE) for School Principal.
2. BCBA certification, required.
3. Minimum experience as determined by the board in the areas of (a) special education services and programs (b) supervision of staff; (c) demonstrated familiarity with special education law (d) three or more years of successful experience in teaching or as Child Study Team member and (e) site-level administrative experience.
4. Broad knowledge of state and federal special education laws, regulations, procedures, grants and reporting requirements.
5. Broad knowledge of child growth and development, psychology of exceptional children, and the principals of individual and group guidance counseling.
6. Successful experience in case management of student services and/or special education and demonstrated ability to work effectively with parents, teachers, community groups, and agencies.
7. Strong leadership and communication skills.
8. Required criminal history review and proof of US citizenship or resident alien status.
9. Demonstrated ability to effectively develop and administer special education programs and to work with parents, community groups and agencies.
10. Strong leadership, interpersonal and communication skills.
11. Such alternatives to the above qualifications as the Superintendent and Board may find appropriate and acceptable.

**REPORTS TO:** Superintendent of Schools

**SUPERVISES:** Child study team members, related service providers, special education teachers, special services support staff, contracted service providers and noncertified special education and health services personnel, ESL teachers, support staff (i.e. Reading Specialist, Math Coach, Instructional Support, Guidance, etc.), paraprofessionals, personal nurses, and any other staff assigned.

### **JOB GOAL and BRIEF DESCRIPTION OF POSITION**

To enable all pupils to benefit from their educational opportunities to the fullest by eliminating or ameliorating those problems that prevent or interfere with student learning.

In addition, Act as ADA/504 Coordinator: Responsibilities include: implementing, monitoring and ensuring the district is within compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 as required by the NJDOE, Statute 34CFR, Part 104, Subparts A, C, & D.

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**DIRECTOR OF SPECIAL SERVICES  
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To oversee the planning, development, organization, management, direction, and implementation of all aspects of Special Education programs and services of the district which include all in-district programs, related services, Extended School Year program, implementation of Individualized Education Programs (IEPs), home instruction programs for general and special education students, Special Services budget, instructional practices, curriculum development, professional development, crisis assessment and training, parent trainings, implementation of behavior plans, student assessment, program creation and improvement, out-of-district placement, compliance with laws, codes, and regulations as related to Special Education; evaluation of assigned personnel; and performing related work as required.

## **PERFORMANCE RESPONSIBILITIES:**

### Instructional Leadership

1. Directs the planning, development, organization, management, direction, record keeping, and implementation of all aspects of Special Services programs of the district.
2. Serves as a member of the Administrative Council and attends meetings as requested by the Superintendent.
3. Serves as chairperson of the Child Study Team and Special Services Department.

### Special Education

1. Provides leadership in the development of the district's programs related to other services (i.e. speech, OT., P.T., ABA, ESL, home instruction, counseling and nursing services) and special education; coordinates and supervises related activities. Evaluates existing programs; Works cooperatively with the consortium directors/supervisors and is knowledgeable of consortium programs and makes recommendations for improvements. Submits all necessary applications for program approval to the NJ Department of Education.
2. Keeps informed of all legal requirements governing special education and crisis assessments, keeps staff informed of legal requirements under administrative code, state/federal law, board policy and ensures that all requirements are met. Assumes responsibility for district compliance with regulation regarding school special education programs. Plans, develops and coordinates the district's system of special education in accordance with State rules and regulations. May be required to attend resolution, mediation, and due process hearings.
3. Oversees 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 IEP's.
4. Recommends policies and programs essential to the needs of special education children.
5. Supervises and coordinates home instruction for homebound or hospitalized special and general education students.
6. Assumes responsibility for district compliance with regulations regarding school special education programs. Plans, develops and coordinates the district's system of special education services.

# JOB DESCRIPTION

**BOARD OF EDUCATION  
FAIRFIELD**

**DIRECTOR OF SPECIAL SERVICES  
ADMINISTRATION**

7. 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.
8. Establishes procedures for evaluation, placement, and reappraisal of students in need of special education and/or related services, determines programmatic needs including new instructional methods and programs, as well as materials, equipment, textbooks, additional classes, class size, etc., and makes recommendation.
9. Responsible for follow-up and inquiries on child study team recommendations and referrals.
10. Works with child study team personnel in recommending services and educational programs that appropriately serve the needs of referred pupils.
11. Reports termination of services or withdrawal from placement to the superintendent and child study team members.
12. Assumes responsibility that all recommendations by the child study team are implemented and approved by the superintendent.
13. Assumes the responsibility for the implementation of the formal referral procedures as adopted and approved by the Board of Education.
14. Notifies Business Administrator of all transportation needs in advance.
15. Monitors and supervises the district's preschool program and Extended School Year Program during the summer recess.
16. Assumes building level responsibilities while the superintendent attends to district needs, as well as in the absence of the superintendent.
17. Assumes other related duties as assigned by the superintendent.

## Staff Supervision and Coordination

1. Conducts classroom observations, evaluation and provides supervision of teachers, child study team members, and non-certificated staff to assist school personnel in improving program instruction.
2. Interprets the objectives of the district's programs related to other pupil services (i.e. speech, O.T., P.T. behavioral, ESL) to parents, students, staff, and the community.
3. Cooperates with building principals to plan, coordinate and evaluate the programs related to other pupil services (i.e. speech, O.T., P.T., behavioral, ESL) and to evaluate the performance of the student services staff assigned to each school.
4. Assumes responsibility for the recruitment, interviewing, assignment, supervision and evaluation of all certified and noncertified child study team and special education staff.
5. 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.
6. Develops and implements professional development programs for certified and non-certified Special Services staff.

# JOB DESCRIPTION

**BOARD OF EDUCATION  
FAIRFIELD**

**DIRECTOR OF SPECIAL SERVICES  
ADMINISTRATION**

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## Contact with Parents and Community

1. Acts as liaison with community agencies and other resources to meet students' special needs. Refers families to agencies when appropriate.
2. Interprets the objectives of the district's special education programs to parents, students, staff and the community.
3. Meets with parents to discuss implementation of the IEP and to resolve grievances. Handles parent complaints.
4. Develops and implements parent and student focused programs and workshops.

## District Meetings

1. Prepares board of education agenda items relating to the Director's areas of responsibilities, submitting items in a timely and appropriate manner for final review.
2. Attends board of education meetings, as needed.
3. Attends county roundtable meetings.

## Program Planning, Administration, Evaluation and Reporting

1. Cooperates with building principals 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. Provides timely and effective communications regarding incidents and/or situations which might impact the district, its divisions, or schools.
5. Makes active and consistent efforts to maintain or improve the external and internal image of the District, its divisions, and its schools.
6. Establishes annual goals and objectives as deemed appropriate by the Superintendent, gathers appropriate data in support of the status of annual objectives and job description elements.
7. Collaborates with Administrators regarding curriculum, program creation, program improvement, staff training and various instruction issues.
8. Assists with development and submission of NJSMART and ASSA reports.
9. Collects data and submits all special education reports such as End of Year report.

## Finance

1. Prepares the budget and purchase orders for special services and monitors the expenditure of funds.
2. Assists in the record keeping and reporting associated with the Special Education Medicare Initiative (SEMI).
3. Gathers documentation and submits the annual district application for Extraordinary Aid for Special Education.
4. Prepares, submits, monitors and finalizes IDEA grants.

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**BOARD OF EDUCATION  
FAIRFIELD**

**DIRECTOR OF SPECIAL SERVICES  
ADMINISTRATION**

## Other

1. Maintains personal professional competence and continuous improvement through in-service education and other professional growth activities.
2. Conducts in-service workshops and training and development programs for staff districtwide.
3. Anti-Bullying Coordinator
4. Homeless Liaison
5. Performs other related duties, which may be assigned by the Superintendent or required by law, code, regulation and/or Board policy.

**TERMS OF EMPLOYMENT:** 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

## **LEGAL REFERENCES:**

N.J.S.A. 10:5-1 et seq.

N.J.S.A. 18A:6-7.1

N.J.S.A. 18A:6-10

N.J.S.A. 18A:16-2

N.J.S.A. 18A:26-1

N.J.S.A. 18A:26-1.1

N.J.S.A. 18A:26-2

N.J.S.A. 18A:27

N.J.S.A. 18A:28-3

N.J.S.A. 18A:28-5

N.J.S.A. 18A:28-8

N.J.S.A. 18A:40

N.J.S.A. 18A:40A

N.J.S.A. 18A:46

N.J.A.C. 6A:7

N.J.A.C. 6A:8

N.J.A.C. 6A:9

See particularly:

N.J.A.C. 6A:9-3

N.J.A.C. 6A:9-5

N.J.A.C. 6A:9-8

N.J.A.C. 6A:9-9

N.J.A.C. 6A:9-11.3

Law Against Discrimination

Criminal history records; employee in regular contact with students; grounds for disqualification from employment; exception

Dismissal and reduction in compensation of persons under tenure in public school system

Physical examinations; requirement

Citizenship of teachers, etc.

Residence requirement prohibited

Certificates required; exception

Employment and contracts

No tenure for noncitizens

Tenure of teaching staff members

Notice of intention to resign required

Promotion of health and prevention of disease

Substance abuse

Classes and facilities for handicapped children

Managing for equality and equity in education

Standards and assessment

Professional licensure and standards

Professional standards for teachers and school leaders

General certification policies

Requirements for instructional certificate

Instructional certificates

Special education

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**BOARD OF EDUCATION**  
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**DIRECTOR OF SPECIAL SERVICES**  
**ADMINISTRATION**

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N.J.A.C. 6A:9-11.4	Bilingual education
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
8 U.S.C.A. 1100 <i>et seq.</i> -	Immigration Reform and Control Act of 1986,
20 U.S.C. 1400 <i>et seq.</i> ,	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)

Manual for the Evaluation of Local School Districts

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 *et seq.*

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Revised: 8/23/2022

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