

ROCHELLE PARK SCHOOL DISTRICT JOB DESCRIPTION MANUAL

TITLE: COORDINATOR OF SPECIAL SERVICES

QUALIFICATIONS:

1. Masters Degree in special education, educational services, or educational administration/leadership; demonstrated familiarity with special education law and regulations; Preferred, though not required, Certificate of Eligibility (CE) for supervisor or school principal.
2. Minimum experience as determined by the board in the areas of (a) special education services and (b) coordination or supervision of staff and/or special education
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

REPORTS TO: Superintendent

COORDINATES: Child study team members, guidance counselors, substance abuse coordinator, certified and noncertified special education and health services personnel

JOB GOAL:

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

PERFORMANCE RESPONSIBILITIES:

Instructional Leadership

1. Provides leadership in the development of the district's special education program; coordinates and provides oversight to related activities. Examines 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.
5. Establishes procedures for evaluation, placement and reappraisal of students in need of special education and/or related services.
6. Coordinates home instruction for homebound or hospitalized 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. 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.

Coordination of Staff

1. Assumes responsibility for the recruitment and assignment of all certified and noncertified special education staff.
2. Coordinates the activities of child study team members and related services personnel and ensures the placement of individual students with special needs in those educational situations best suited to their requirements.

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.
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 provide input for 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.

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: 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:

<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:6-117 et seq.</u> (TEACHNJ) Act	Teacher Effectiveness and Accountability for the Children of New Jersey
<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.</u> 18A:28-8	Notice of intention to resign required
<u>N.J.S.A.</u> 18A:40	Promotion of health and prevention of disease
<u>N.J.S.A.</u> 18A:40A	Substance abuse
<u>N.J.S.A.</u> 18A:46	Classes and facilities for handicapped children
<u>N.J.A.C.</u> 6A:7	Managing for equality and equity in education
<u>N.J.A.C.</u> 6A:8	Standards and assessment
<u>N.J.A.C.</u> 6A:9	Professional licensure and standards
See particularly:	
<u>N.J.A.C.</u> 6A:9-3	Professional standards for teachers and school leaders
<u>N.J.A.C.</u> 6A:9-5	General certification policies
<u>N.J.A.C.</u> 6A:9-8	Requirements for instructional certificate
<u>N.J.A.C.</u> 6A:9-9	Instructional certificates
<u>N.J.A.C.</u> 6A:9-11.3	Special education
<u>N.J.A.C.</u> 6A:9-11.4	Bilingual education
<u>N.J.A.C.</u> 6A:9-11.5	English as a second language
<u>N.J.A.C.</u> 6A:9-13	Requirements for educational services certification
<u>N.J.A.C.</u> 6A:9-15	Required professional development for teachers
<u>N.J.A.C.</u> 6A:9-16	Required professional development for school leaders
<u>N.J.A.C.</u> 6A:10	Educator Effectiveness
See particularly:	
<u>N.J.A.C.</u> 6A:10-1.1-1.4	Collective bargaining agreements
<u>N.J.A.C.</u> 6A:10-2.1-2.5	Annual evaluation of teachers
<u>N.J.A.C.</u> 6A:10-3.1-3.2	School improvement panel
<u>N.J.A.C.</u> 6A:10-4.1-4.4	Student achievement
<u>N.J.A.C.</u> 6A:10-7.1&7.3	Principal practice instrument
<u>N.J.A.C.</u> 6A:14	Special education
<u>N.J.A.C.</u> 6A:16	Programs to support student development
<u>N.J.A.C.</u> 6A:17	Students at risk of not receiving a public education
<u>N.J.A.C.</u> 6A:30	Evaluation of the performance of school districts
<u>N.J.A.C.</u> 6A:32-4	Employment of teaching staff
<u>N.J.A.C.</u> 6A:324.4	Evaluation of tenured teaching staff members
<u>N.J.A.C.</u> 6A:324.5	Evaluation of nontenured teaching staff members
<u>N.J.A.C.</u> 6A:32-6	School employee physical examinations
<u>N.J.A.C.</u> 6A:32-7	Student records

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

Individuals With Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq., 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.

Approved: August 25, 2020