

**SWAMPSCOTT PUBLIC SCHOOLS  
JOB DESCRIPTION**

**Job Title:** Assistant Superintendent of Instruction and Student Support Services

**Reports To:** Superintendent of Schools

**Evaluator:** Superintendent of Schools

**Supervises:** Central Office Special Education Support Staff, Site-Based Special Education Faculty in Tandem with Site Principals, School Nurses in Tandem with Site Principals, Guidance and Adjustment Counselors in tandem with Site Principals, School Psychologist(s), Site-Based Special Education Support Staff in Tandem with Site Principals, Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Vision and Hearing Specialists, other Student Support Specialists, Pre-School Faculty and Staff.

**Required:** a) Certification (or certifiable) as Special Education Administrator (additional certification as Superintendent / Assistant Superintendent highly desirable).

b) Master's Degree or above in educational administration or related field, successful experience as a classroom teacher, and at least three years of effective and progressively responsible experience in educational administration / school leadership.

**Salary Range:** \$100,000 - \$110,000

**Work Year:** 12 Months

**A. Basic Function:**

1. The Executive Director of Student Support Services will plan, organize, control, and direct all assigned instructional and support programs and operations of the newly established Office of Student Support Services supporting the needs of all special learners to include Special Education, Gifted and Talented, English Language Learners, 504, Counseling and Psychological Services, Health Services, Pre-Kindergarten Programs, Student Intake / Assignment, Alternative Education, and Student Crisis Management in the creation, development, and implementation of an aligned and coherent student support service delivery model.
2. Lead and develop Professional Development to support teaching and learning in the classroom. This will include serving as liaison for state-wide testing and academic grants management.

**B. Essential Functions:**

- Represent the Office of Student Support Services as an integral member of the Superintendent's Executive Leadership Team and Administrative Team.
- Provide leadership in the design and implementation of district-wide special education initiatives, planning programs, procedures, and goals for all special education services including establishing and maintaining high standards of performance for all students and staff associated with such services.
- Coordinate and supervise all referrals and evaluations for special education for all students between age 3 to 22 years old in compliance with state laws, including those evaluations conducted by outside agencies. Establish appropriate procedures for the convening of all evaluation team meetings for in-district and out-of-district student placements.
- Develop and prepare annual budget for Office of Student Support Services; analyze and review budget data, and control and authorize expenditures in accordance with established limitations.

- Implement all legal responsibilities as specified in IDEA Regulations and Massachusetts Special Education Regulations 603 CMR 28.00 determination of need for special education services and choices for placement in appropriate programs along the continuum from least restrictive to most restrictive environments.
- Comply with and direct all mandates under NCLB for all students receiving services within the Office of Student Support Services.
- Provide leadership and direction for training of site-based administrators in legal requirements for the education of special education students.
- Develop innovative service delivery models including co-teaching, academic learning support centers, and inclusion. Provide professional development for all faculty and staff in such models.
- Enhance the development of current district programs and services for special education students.
- Serve as the district liaison for all collaborative and joint programs and placements including DOE, Massachusetts Rehabilitation Commission, Department of Mental Health, Department of Social Services, and Department of Youth Services; attending meetings as necessary.
- Chair the district's Student Support Services Delivery Team composed of representatives of all components of the Office of Student Support Services using a case management model of service delivery. This will include the creation and implementation of an organizational chart and a flow chart for communication used to access services within the Office of Student Support Services.
- Develop procedures for effective two-way communication between and among parents, faculty, staff, students, and administration.
- Provide analysis (with recommendations) of all assessment data of all students receiving special services and work with site administrators on the development of student learning plans.
- Monitor and track all student drop-out data and develop drop-out recovery programs for those students in need of intervention.
- Develop, direct, and chair the district's Crisis Management Team, servicing the needs of all students identified by the support team as "in crisis".
- Work with local business and industry to develop and provide students with internships, job-training skills, extended learning experiences, and employment.
- Monitor the achievement, performance, and delivery of services for all district students attending out-of-district placements. Meet with faculty and staff of such placements on at least an annual schedule.
- Develop and implement professional development training programs for special education and regular education faculty and staff.
- Participate in the recruitment, selection, and induction of special education faculty and staff as well as other faculty and staff within the Office of Student Support Services.
- Supervise and evaluate the educational program of our in-district pre-school programs to include all faculty and staff and, in addition, enhance the entrance criteria guidelines for the in-take of students while also developing an assessment and monitoring system to measure student achievement.

- Coordinate the transportation of special education students who require transportation within their education plans.
- Supervise and evaluate all Title I programs and services. Supervise and evaluate faculty and staff in tandem with program/site administrators.
- Actively seek federal and state funds, including grant funds, in order to supplement locally funded special education programs and services. Manage grant funds received in support of all special learners and special populations.
- Meet with district faculty and staff to review curriculum modifications, assessment modifications, differentiated instructional pedagogy, and legislative changes / mandates.
- Assist parents / guardians in understanding all special education regulations. Work with parents / guardians and staff to identify appropriate placement based on the identification of specific student learning needs.
- Prepare and submit all required state and federal reports as well as district reports to the school committee. Oversee Medicaid billing and collection.
- Lead, develop, and implement all English Language Learner (ELL) services.
- Plan, organize, and implement short and long term educational plans for those students in need of academic and/or social intervention.
- Assist district faculty and staff in the development, supervision, and evaluation of an in-district alternative education program at the secondary level.
- Provide leadership in any other duties as directed by the Superintendent of Schools.
- Lead the development of a K-12 Swampscott Curriculum Framework that includes curriculum maps for each content in each grade level that are standards-based and measurable.
- Provide ongoing evaluation of the District's curriculum framework working with administrators and faculty in making recommendations for updates and implementing changes as needed.
- Organize, lead, and direct the district's K-12 curriculum alignment committee, working with administrators, faculty, and staff in the development of a coherent system based on accountability for student achievement results.
- Develop, implement and direct an ongoing formative and summative assessment system K-12 in all content areas that includes the use of writing prompts and math tasks as the vehicle to begin the process of looking at student work and assessing classroom practice.
- Serve as the District's MCAS coordinator working with sites to develop schedules, implementing testing structures, and analyzing data.
- Assist school leaders and faculty in the development of professional learning communities at each site focused on student learning outcomes
- Lead and manage ongoing extra-curricular and connecting activities including the development of new activities and programs to enrich the core curriculum.
- Lead, develop, implement, and evaluate the district's professional development plan; articulating a coherent strategy to improve instruction and effectiveness in literacy, numeracy, and differentiated instruction as the three primary goals while also providing opportunities for continuous learning in content areas to increase content knowledge.

- Manage the professional development and texts/materials/equipment budgets to align funds with district goals and instructional priorities. Serve as the budgetary authority for the management and supervision of assigned funds.
- Acts as liaison between district and outside service providers in the areas of curriculum, instruction, assessment, and technology.
- Provide technical assistance to school leaders, faculty, and staff in the areas of curriculum, instruction, assessment and technology.
- Collaborates with administrators and lead teachers in the recruitment, selection, and induction of faculty and staff. Develop and support a teacher mentoring program per DOE regulations.
- Maintain current knowledge in the areas of curriculum, instruction, assessment, technology, cognitive science, interventions strategies, English language development, and best practices through research and attendance at local, regional, and national conferences.
- Seek/Write grants and other sources of funds for curriculum, instruction, assessment, and technology enhancements.
- Meet yearly with principals to assist in the development and enhancement of data driven instructionally focused school improvement plans.
- Develop rubrics to assess student work leading the capacity development at the site level for looking at student work and determining what high quality work looks like in all content areas in all grades K-12.
- Work with principals to support their instructional leadership through instructional learning walks, discourse, and inquiry.

**C. Knowledge and Abilities:**

**Knowledge Of:**

- Current brain research on cognition, child development, and social and emotional growth.
- Current state-of-the-art theories, models, techniques, and methodologies of instruction and service delivery such as co-teaching, team-teaching, inclusion, academic learning support centers, and interdisciplinary project-based learning.
- Principles and practices of effective administration, supervision, evaluation, assessment, and professional development.
- Principles and techniques of budget preparation and fiscal management.
- Applicable laws, codes, regulations, policies, and procedures.
- Interpersonal and team-building skills.
- Distributive Leadership.
- Computer technology and software both administrative and instructional.

**Ability To:**

- Operate in an above-board manner with strong core values and beliefs in support that all children can learn at high levels if given effective instruction and strong supports.
- Place the needs of children at the center of all decisions.

- Assume leadership and direction in the planning, organizing, and administering of assigned programs and functions.
- Perceive organizational implications of all recommendations and decisions.
- Provide professional development to administration, faculty, and staff.
- Supervise and evaluate assigned faculty and staff.
- Communicate effectively both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate assigned technologies.
- Meet schedules and timelines.
- Plan and organize work schedule.
- Prepare narrative and statistical reports.
- Present information in a variety of settings including school committee meetings, executive teams, district faculty and staff, and the public.
- Solve problems pro-actively in a professional courteous manner.

7/2/07