



ASSISTANT SUPERINTENDENT – STUDENT SERVICES

SUMMARY/SCOPE/GOAL

Serve as the line officer directly responsible for Exceptional Student Education (ESE) services, including instruction, curriculum, monitoring and program evaluation. Support students with and without disabilities in the areas of coordinated community services; attendance; health services; student records, policies, and procedures; drop-out prevention; student discipline; assignment to Alternative Learning Centers; and mental health services. Serve as principle advisor to the Superintendent concerning ESE and related Student Services' responsibilities, keeping the Superintendent informed concerning the direction and scope of the district's Student Services program. Lead and coordinate activities related to Student Services by supporting interdepartmental communication and collaborative action steps for increased academic achievement for all students.

QUALIFICATIONS

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- Master's Degree from an accredited educational institution.
- Minimum of three (3) years successful teaching experience.
- Five (5) years of administration experience in public education.

PREFERRED/DESIRED:

- Exceptional Student Education certification.
- Minimum of at least five (5) years successful teaching and/or administrative experience in Exceptional Student Education and/or student services programs.

CERTIFICATIONS AND LICENSES:

REQUIRED:

- Certification in Education Leadership, Administration and Supervision, Administration, Guidance, Social Work or Psychology by the state of Florida.
- Valid State Driver's License

PREFERRED/DESIRED:

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

1. Provide leadership for a collaborative team to ensure that ESE and ELL instructional initiatives are student-focused, results oriented, and aligned with the District's mission beliefs, and strategic goals.

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2. Serve as a team member of the Superintendent's senior staff and participate in district-wide planning, development, and evaluation to support school improvement initiatives and processes and align the use of financial and human resources to the District's goals and priorities.
3. Develop, implement, and monitor a quality instructional program that is aligned to state and national standards and results in improved ESE and ELL student achievement.
4. Maintain positive public relations with parents, businesses, and community groups to provide information and receive feedback, and represent schools at District-level functions as needed.
5. Provide input in the development of policies and administrative guidelines for curriculum and instructional services and support the implementation of programmatic goals and instructional objectives on a district-wide basis.
6. Advise and counsel the Superintendent on areas of responsibility and recommend necessary actions for the most efficient operation.
7. Exercise proactive leadership in promoting the vision and mission of the District and empower others to make decisions and carry out responsibilities in support of the District's objectives.
8. Work closely with professional development staff to coordinate the dissemination of information regarding the training of school-based administrators.
9. Build synergistic partnerships among principals, parents, businesses, and other community stakeholders in the educational process, and establish relationships with community leadership and stakeholders to build support for BPS programs.
10. Represent the Superintendent of Schools as needed to clearly articulate system priorities, policies, and interests.
11. Work with legal staff on personnel and other related matters as appropriate.
12. Serve with other educational leaders on work groups, committees, and project action teams that directly support schools.
13. Collaborate with school and district staff to ensure high standards for all students to achieve their potential that includes accountability and program alignment in instruction, interventions, assessments, and support.
14. Assist in the coordination of ESE instructional programs and services to ensure efficient implementation and avoid duplication or overlap of efforts and support a systemic approach to curriculum and instructional planning, development, implementation, and evaluation.
15. Assist in interpreting ESE and related programs, policies, and philosophy of the District to staff, students, and community.
16. Provide input to the Superintendent's senior staff to develop the annual budget and allocation of resources to the schools, including development of the instructional allocation formula.
17. Provide input for the preparation of collective bargaining negotiations and the School Board meeting agenda.
18. Ensure cross-functional and departmental, coordinated planning, and consistent implementation of instructional programs that are focused on eliminating the achievement gap and improving ESE and ELL student achievement.
19. Lead, coordinate, and monitor countywide student services program including ESE; FDLRS; attendance services, including home education services; district health services; and drop out prevention programs.
20. Provide oversight to coordinate community services with student services within the District.
21. Supervise the development, maintenance and dissemination of student records, policies, and procedures.
22. Coordinate the countywide dropout prevention program.

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23. Oversee, receive, tabulate, analyze and disseminate data from state data surveys (formally Fall Student Survey). Oversee student discipline training, program identification, implementation, and data analysis for local and state required reporting.
24. Work with school, departments, governmental and social agencies in the solutions of student services problems, i.e., immigration, child abuse awareness, and mental health.
25. Supervise, coordinate, and evaluate the Alternative Learning Centers (ALC) programs and “earned return” program for ALC assigned students and expelled students.
26. Coordinate missing children services with state and local law enforcement.
27. Support the supervision of itinerant teachers, content specialists, resource teachers and other professional employees.

OTHER DUTIES:

Provide outstanding customer service and use positive interpersonal communications skills. Make all decisions and perform all tasks in accordance with Brevard Public Schools’ strategic plan, vision, and mission. Ensure compliance with Board rules and applicable federal laws and regulations.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Demonstrated knowledge of Florida law as it pertains to areas of responsibility, Department of Education Rules, Florida Health Laws, Department of Children and Families relations, FDLRS/ESE rules and regulations, School Board policies and district rules, regulations, practices, and procedures.

Demonstrated oral and written communication skills; ability to analyze data; ability to make logical recommendations and/or decisions based on accurate information; time management skills; ability to travel from one worksite to another; knowledge of technology. Requires a thorough understanding of PreK-12 Exceptional Student Education programs, practices and evaluations, educational program assessment; Florida’s public education funding mechanisms and budgeting/reporting requirements; psychological and social work services, crisis response and recovery, risk assessments, English Language Learner (ELL) programming and procedures, and a familiarity with federal and state guidelines for grant acquisition and compliance. Understand the variety of community agencies and their respective roles in support of public education. Be aware of latest research in areas of ESE, ELL, and Student Services program responsibility.

GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

EQUIPMENT:

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

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PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS:

(S) SEDENTARY WORK

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull, or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites often. Travel out of county occasionally.

FOR HR USE ONLY:

DIVISION:	Student Services	DEPARTMENT:	Student Services
TITLE CODE:	D0124	CONTENT BY:	Interim Deputy Superintendent
GRADE:	N/A	COMPENSATION:	Human Resources
UNIT:	EXEC	LABOR RELATIONS:	Karyle Green, Ed.D.
LAST BOARD APVD:	submitted 5/9/2023	CLASSIFICATION:	Karyle Green, Ed.D.
SCHEDULE:	8 Hrs. – 12 Mos.		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	01/15/02	Initial Release	
1.1	07/01/20	REVISED: New format	Human Resources
1.2	11/1/2021	Update physical requirements to ADA format, add schedule.	Ellie Kelly – Human Resources
2.0	5/1/2023	Revised goal, qualifications, functions, and knowledge.	Anna-Marie Cote, Ed.D. – Interim Deputy Superintendent

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.