



## Carlynton School District Job Description

<b>Position:</b>	<b>Director of Special Education</b>
<b>Reports to:</b>	<b>Assistant Superintendent</b>
<b>FLSA Status:</b>	<b>Exempt</b>
<b>Employment:</b>	<b>Full Time – Administrator</b>
<b>Supervises:</b>	<b>Special Education Personnel and Staff</b>

### **Position Summary:**

Under the direction of the Superintendent and in cooperation with other Administrators, the Director of Special Education shall assist the Superintendent in providing leadership, vision and strategic direction for curriculum, instruction, assessment, school improvement initiatives, and professional development of principals and professional staff. The ultimate goal of the Director of Special Education shall be to develop, achieve, and maintain the best possible educational programs and services for students with across-the-board consistency and continuity when meeting individual student needs and enhancing programs and services.

The Director of Special Education shall plan, organize, and direct the overall functioning and management of the Special Education Department, and collaborate and provide support to administrative and professional staff in meeting identified instructional goals of the District. The Director shall coordinate the efforts and focus of all offices and ancillary services within the Special Education Department. The Director shall maintain close communication with administrative and professional staff to reduce fragmentation of efforts and to maximize coordinated efforts, and shall organize and/or work with the Assistant Superintendent and other District administrators in preparation for their monthly meeting agendas.

The Director shall provide administrative support to elementary and secondary principals and the Assistant Superintendent with strong emphasis on special education procedural safeguards and technical assistance related to the Federal Individuals with Disabilities Education Act (IDEA) and the Pennsylvania School Code – namely Chapter 14 (Special Education Services and Programs), (Protected Handicapped Students), and Chapter 16 (Special Education for Gifted Students).

### **Professional Qualifications:**

The Director of Special Education shall be a strong leader in the design, implementation, and management of a District-wide special education system focused on continuous improvement of student performance and achievement. Additionally, the Director shall have a caring attitude and concern for establishing programs and services to meet the individual needs of students. The Director of Special Education shall have extensive experience in and sophisticated knowledge of curriculum, best practices in instruction and assessment, school operations and management, leadership development, and a demonstrated record of success in leading strategic educational

initiatives that result in measurable improved student achievement.

Requirements for the position include one (1) of the following and a combination of any two (2) is preferred:

- Superintendent Letter of Eligibility
- Comprehensive (K-12) Principal Certification
- Supervisor of Special Education Certification

In addition, the position requires:

- A minimum of three years of related administrative experience.
- Demonstrated knowledge and application of effective principles, practices and trends within special education and student services.
- Executive Core Qualifications, including the ability to lead change and lead people, the ability to meet District goals with a focus on results, the possession of business acumen, and the ability to build coalitions. Must be able to lead and manage, and to ensure that targeted goals and initiatives are achieved.
- Ability to enhance overall educational programs and services for all students by building capacity and consistency for effective change and sustainability.
- Ability to increase capacity, accountability, and efficiency for improved effectiveness among administrative and professional personnel.
- Ability to enhance communication, critical thinking skills, and collaboration among administrative and professional personnel.
- Ability to promote team-building and shared responsibilities among administrative and professional personnel.

## **Essential Functions**

1. Acts as a liaison for the Superintendent and the Assistant Superintendent issues of concern related to Special Education.
2. Coordinates District special education programs in accordance with Board policy, goals, and objectives; Department of Education rules and regulations; and federal laws and regulations. Develops long and short-range special education plans. Collaborates with staff to ensure that students are in their least restrictive environment (LRE). Assists in planning and implementing programs that support a free and appropriate public education (FAPE).
3. Coordinates PASA assessments with appropriate special education staff, including roster assignments, training, and dissemination and collection of

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materials. Ensures all assessments are completed and returned within compliance. Prepares mailing to parents upon receipt from PASA.

4. In collaboration with the Director of Student Services and District Psychologist, coordinates special education evaluations and assessments.
5. Coordinate the professional development program for special education/regular education support personnel (paraprofessionals, instructional aides, etc.)
6. Coordinates and supervises services provided to students identified as eligible for special education. Oversees the development and implementation of individual education plans (IEPs) and monitors compliance with all state and federal regulations.
7. Leads special education professional development programs and opportunities such as the special education bootcamp program.
8. Coordinates special education programs including students transitioning into and out of the program.
9. Coordinates the special education instruction in the home program.
10. Ensures appropriate use of a social skills curriculum and behavior management strategies, such as CPI, for special education programs.
11. Provides oversight and monitors the Transition Coordinator including that position's performance responsibilities related to special education, community-based instruction, and career and technical education.
12. Based on the recommendation of an instructional technology specialist and/or Teacher of the Visually Impaired, monitors students' needs for assistive technology required for access to the general curriculum. Provides required assistive technology and training for staff and students.
13. Oversees the efficient delivery of K-12 Learning Support instruction at Carlynton by using an inclusionary model.
14. Coordinates the early intervention program to transition students to school age programs.
15. Collaborates with instructional and support personnel on placement and instruction of special education students. In conjunction with principals, the Director of Student Services & District Psychologist, and the Assistant Superintendent, monitors performance of special education professional and support staff.
16. Monitors the placement of students in off-site special education programs. Acts as LEA at individual education plan (IEP) meetings for students eligible for special education whose services are provided by public or private schools. Engages in ongoing program planning in order to develop on-site classrooms designed to meet the needs of students previously placed in more restrictive settings.
17. Coordinates special education services for Alternative Education Programs, contracted services (OT/PT, Vision, Hearing, etc.)
18. Maintains comprehensive awareness of K-12 special education teachers' assignments, with the goal of increasing capacity and efficiency as a priority.

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19. Coordinates, along with the Human Resources Department and principals, placement of paraprofessionals.
  20. Monitors Special Education Rosters and student tracking system for compliance with Chapter 14 (class sizes, caseloads and Penn Data). Monitors special education student tracking system.
  21. Monitors Pennsylvania System of State Assessment (PSSA), Keystone Exams, and Pennsylvania Alternative State Assessment (PASA) testing accommodations for special education students. Reviews student IEPs for allowable accommodations and modifications; coordinates staff training for PASA administration.
  22. Monitors compliance with special education discipline including Manifestation Determinations and suspensions.
  23. Supervises and coordinates ACCESS reimbursement for Medicaid eligible students who receive services through their individual educational plans (IEPs).
  24. Monitors the Special Education Plan and compliance with state mandated Least Restrictive Environment (LRE) requirements. Endeavors to bring percentages of students placed in outside placements within state limits.
  25. Holds responsibility for submission of Special Education Plan Revisions Notices (SEPRN) concerning special education classrooms to the Department of Education.
  26. Maintains lines of communication among students, parents, and staff involved with special education programs. Interacts with community and state agencies as they are involved in the special education programming process.
  27. Acts as liaison to Parkway Career and Technical Center for the vocational-technical school process as it relates to special education students and procedural safeguards for IEP processes.
  28. Attends regularly scheduled LEA meetings with the AIU.
  29. Coordinates with the Assistant Superintendent the professional development for District Special Education personnel.
  30. Monitors the development and coordination of curriculum goals and objectives in order to provide special needs students access to the general curriculum. Coordinates distribution of instructional materials for District special education programs.
  31. In collaboration with the Director of Student Services & District Psychologist, coordinates the school-based counseling program, school-based occupational therapy program, and positive behavior support intervention planning initiative.
  32. In cooperation with Central Office Administrators, ensures proper adherence to District policy and procedures, and ensures proper adherence to applicable contract language that is in effect for the District.
  33. Serves as a member of the District's Emergency Management Plan Team.
  34. Completes Act 16 reporting and contingency fund application to Pennsylvania Department of Education for extraordinary special education expenses resulting in potential recoupment of expenditures.

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35. Facilitates the ongoing training of appropriate personnel in CPI and CPR/FA, and maintains records of certification.
  36. In collaboration with the Director of Student Services and District Psychologist, represents the District as LEA at Interagency Team Child and Adolescent Service System Program (CASSP) meetings.
  37. Holds responsibility for IDEA (Individuals with Disabilities Education Act) Annual Report, and related special education state reports and surveys.
  38. Assists in supervision and hiring of professional staff along with other District administrators; observes teachers and instructional/non-instructional support staff.
  39. Responds to parental concerns and issues raised by community groups, by telephone, in writing, and in person at conferences and public meetings.
  40. Arranges for collaborative efforts regarding grant writing and supervises the writing of Special Education Grant Proposals to augment budget limitations.
  41. Develops the Special Education Department Budget with the Assistant Superintendent and is the assigned budget controller to authorize disbursement of funds.
  42. Coordinating of specialized transportation needs of special education students.
  43. Participates as a member of the Administrative (ALT, PLT, and ELT) meetings.
  44. Coordinates and supervises services provided to identified gifted students. Oversees the development of gifted individual education plans (GIEPs) and monitors compliance with state (Chapter 16) and federal mandates.
  45. Interviews prospective administrative and professional candidates and reviews personnel applications.
  46. Authors and prepares technical documents regarding the operation of the Special Education Department and Board Policy and Administrative Bulletins that pertain to Special Education and Student Services procedures.
  47. Oversees the enhancement of Special Education information on the District Website and through other venues to better inform parents/guardians regarding educational programs and services.
  48. Coordinates the Extended School Year (ESY) programming.
  49. Convenes regular meetings that will involve appropriate educators to ensure across-the-board communication and collaboration between and among all administrators, counselors, nurses, school psychologists, mental health agency representatives, etc.
  50. Supervises, in cooperation with building principals and the Director of Student Services & District Psychologist, the following staff:
    - School Counselors
    - School Nurses and Health Services

- Gifted Program Staff
- Special Education and Student Services Support Staff
- School Psychologists
- School Social Worker
- Paraprofessionals
- Student Programs staff

52. Performs any other task assigned by the Superintendent or designee.

**Reports To:**

- Assistant Superintendent

**Position Requirements:**

**Work Performance:**

- Acknowledges individuals' requests and handles them in a friendly and courteous manner. Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures.
- Follows the chain of command.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Keeps District business confidential.
- Responds appropriately to supervision and direction.
- Dresses appropriately for job environment.
- Ability to organize office setting to efficiently accomplish tasks.
- Ability to multitask.

**Temperament:**

- Ability to work as a leader, coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to work in an environment with frequent interruptions.
- Ability to be respectful and empathetic.

**Personal Skills:**

- Plans and prioritizes assignments effectively.
- Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.
- Reports to work on time, gives a full day's work and makes effective use of time while on the job.

- Maintains a good attitude toward administration, fellow employees and the public.
- Maintains productive working relationship with immediate supervisor

**Technical Skills:**

- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Has working knowledge of office equipment.
- Proofreads work for grammar and spelling accuracy.
- Ability to compose clear, concise sentences and paragraphs.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications. Basic Excel: working with multiple sheets in a workbook, basic formulas, etc.
- Using as a data source for mail merges.
- Working with Microsoft Word documents: tables, fill-in forms, protecting documents, graphics, brochures, fliers, certificates, etc.
- Working with desktop publishing tools to create various documents.

**Physical Demands:**

- Occasional traversing throughout school building.
- Often sitting for extended periods.
- Standing for periods of time.
- Moderate lifting from 15-30 pounds.
- Some moving of various items - up to 30 pounds.
- Manual dexterity to use office equipment.
- Repetitive operation of computer keyboard.

**Work Environment:**

- Generally, office setting year-round.

**Driver's License:**

- Must have a valid PA driver's license.

**Clearances:**

- Every employee must submit an Arrest/Conviction Report and Certification Form as required under Pennsylvania Act 24 of 2011, Act 34 (Criminal Record Check), Act 151 (Child Abuse History Check), FBI (Federal Bureau of Investigation) Criminal History Check, Act 126 (Part I) Recognizing Child Abuse and Mandated Reporter Training, and Act 126 (Part II) Professional Ethics & Educator Discipline Act.
- As per Act 15 of 2015, all clearances must be renewed every five (5) years. Also, as of December 22, 2014, Act 168 of 2014 requires all newly hired employees to provide the District with the Sexual Misconduct/Abuse Disclosure Release Form for all former employers in which they had

direct contact with children and any current employer/s. The District may not hire any applicant for a position until the employment history review process has been completed.

**Terms of Employment:**

- 12-month work year. Salary and benefits per the Act 93 Agreement.

**Evaluation:**

- Performance will be evaluated by the Assistant Superintendent on the basis of this job description at least once annually. This job description is subject to change as determined by the Superintendent.
- Approved by Administration and provided to the Board of School Directors **October 2025**.