



DIRECTOR OF SPECIAL EDUCATION JOB DESCRIPTION

JOB INFORMATION

TITLE: Director of Special Education

EMPLOYEE GROUP: Administrative **ADDITIONAL JOB CODES:** 112

SHIFT: Per Act 93 Agreement

TERM OF EMPLOYMENT: Full Time, 232 Days

HOLIDAYS: As Per School Calendar

LOCATION(S): District Administration Office

RATE OF COMPENSATION: Per Contract

FSLA: Exempt X Non-Exempt

Last Edited On: 08/25/2026 **Board Approval Date:**

ORGANIZATION

DEPARTMENT: Administration **REPORTS TO:** Assistant Superintendent

JOB SUMMARY

QUALIFICATIONS

- Hold a Master's Degree in Education; Doctorate preferred.
- Hold a valid Pennsylvania Supervisory Certificate in Special Education or other administrative certificate that allows for the supervision of special education.
- Hold five (5) years of appropriate and successful classroom experience.
- Possess interpersonal and management skills necessary to effectively coordinate the delivery of services to special education students.
- Have experience in and/or knowledge of elementary and secondary special education, knowledge of federal and state laws related to special education, and/or previous experience and education which could ensure appropriate expertise; and
- Meet all other requirements as specified by The Commonwealth and Board of School Directors.

SUMMARY

The Director of Special Education shall provide leadership in the coordination, supervision, and management of all special education programs and services, ensuring compliance with state and federal regulations governing the delivery of services to students with disabilities.

SCOPE OF RESPONSIBILITIES

- a. General Administrative Responsibilities
- b. Special Education, Gifted, and 504 Program
- c. Related Services
- d. Professional Staff
- e. Paraprofessionals
- f. Fiscal

ESSENTIAL FUNCTIONS

GENERAL RESPONSIBILITIES

- a. Coordinate child-find obligations on behalf of the district.
- b. Monitor the compliance of all Chapter 14 Special Education timelines, procedures, paperwork, and provide district staff with necessary development and support.
- c. Attend meetings and coordinate placements for district students receiving services outside the district-operated programs.
- d. Facilitate acquisition and placement of all related services as indicated in Individual Education Plans;
- e. Assist in the Multi-Tiered Support System process by attending district level and other team meetings, recommending teaching strategies, supporting instructional staff in specific problem-solving situations, and providing support to regular education and special education staff;
- f. Lead regular and special education teachers in developing and implementing behavior management systems in the classroom, positive behavior support plans for individual students, and implementing social skills curriculum;
- g. Assess in-service needs and assist in the development and implementation of all in-service activities relating to his/her specific program responsibilities in coordination with the Director of Curriculum and Instruction;
- h. Oversee special education budget;
- i. Conduct ongoing evaluation of special education programs to monitor overall student progress in the programs;
- j. Facilitate placement of students in alternative education and private licensed academic programs. Monitor students while they are in programs and report back to appropriate administrators;
- k. Consult with appropriate staff to ensure adherence to proper procedures and placement of special education students moving into the district.;
- l. Coordinate and oversee extended school year services for special education students;
- m. Coordinate processes and procedures for ensuring early intervention students transition into appropriate school-age educational services;
- n. Represent the District at the CAIU Special Education networking activities;
- o. Participate in consortium Special Education programs, activities, and services;
- p. Responsible for the development of state plans and reports; and
- q. Serve as second point of contact for AEDY (As required by PDE).

SPECIAL EDUCATION

- a. Early Intervention
 - 1. Supervision of transition process;
 - 2. Observation of students;
 - 3. Point of contact for IU EI program in district;
 - 4. Determine eligibility/evaluation status; and
 - 5. Assignment of placements.
- b. District Chapter 14 Programs (Learning Support, Emotional Support, Life Skills, MDS, Autism)
 - 1. Direct supervision of K-12 programs;

2. Develop and monitor practices and policies congruent with state/federal regulations and best practices;
 3. Maintain expert knowledge of special education regulations and forms;
 4. Complete and submit various reports to appropriate agencies (e.g. contingency funds, Penn Data, ACCESS);
 5. Develop and oversee the curriculum development and material selection;
 6. Manage the oversight, ordering and distribution of all materials needed;
 7. Serve as Local Educational Agent (LEA) for IEP's;
 8. Determine the assignment, placement, and provision of service for all special education students K -12; and
 9. Serve as the district PASA Coordinator.
- c. Behavior and Autism Support
1. Direct supervision of program;
 2. Determine need and coordinate the provision of 3rd party and/or district staff to support behavioral interventions;
 3. Manage the oversight ordering and distribution of supplies related to behavior intervention; and
 4. Development of behavior support strategies and procedures for behavior/Autism Support.
- d. Extended School Year
1. Assist staff with determination of eligibility for ESY including requirement to meet February 28th deadline.
 2. Supervise In district ESY program including:
 - a) Determining schedule and staffing needs;
 - b) Hiring of ESY staff; and
 - c) Provide administrative oversight during program operation.
- e. Transition
1. Direct supervision of Transition Coordinator, HireMe & related programming.
- f. Out of District Placements and Services
1. Serve as LEA and point of contact for Out of District special education placements/programs as assigned.
- g. Special Olympics
1. Coordinate the date, location contracted providers and volunteers for the local track meet in conjunction with the consortium;
 2. Coordinate the date, entries, scoring and the running of the local swim meet; and
 3. Coordinate and oversee district guidelines for participation of Area M games.

RELATED SERVICES

- a. Speech and DHH
1. Determine the need for positions and assign buildings;
 2. Oversight & coordinate delivery of service with contracted providers;
 3. Direct supervision of staff;
 4. Oversee the evaluation/re-evaluation process; and
 5. Assign/oversee caseloads.

PROFESSIONAL STAFF

- a. Assist with defining the role, responsibility, and building assignment of special education positions;
- b. Coordinate the interview process of special education staff with the Assistant Superintendent;
- c. Assist with the assignment of annual responsibility for formal observation and differentiated supervision of all Special Education staff. Assignment will be balanced based on the overall number of staff who choose a differentiated model, the makeup of collegial groups & the total number of individual staff members in formal observation;
- d. Conduct formal observation and/or differentiated supervision as assigned by Assistant Superintendent;
- e. Conduct Educational Benefit Reviews (EBR); and
- f. Conduct induction program observations for special education staff as assigned by Director Curriculum and Instruction.

PARAPROFESSIONALS

- a. General
 - 1. Serve as primary point of contact with contracted provider for daily operation and assignment of aide staff;
 - 2. Hire staff; and
 - 3. Evaluate staff.
- b. Training
 - 1. Ensure all aide staff meet 20-hour training requirement under Chapter 14;
 - 2. Coordinate with contracted provider to ensure all aides participate in mandatory trainings assigned by PDE and/or District;
 - 3. Coordinate training opportunities with contracted provider; and
 - 4. Coordinate the development of training opportunities for support staff

FISCAL

- a. Budget
 - 1. Responsible for the special education budget including recommendations for curriculum materials and 3rd party contracts; and
 - 2. Manage the purchasing of all textbook, supplies and equipment for special education staff.

MISCELLANEOUS RESPONSIBILITIES

- a. Perform other duties as directed by the Director of Curriculum and Instruction, Assistant Superintendent, and/or the Superintendent.

WORK ENVIRONMENT

- a. Office, schools, meeting areas

ATTENDANCE

- a. Regular attendance is required. Persistent absence, and/or leave without pay, is grounds for dismissal.

PHYSICAL DEMANDS

- a. Frequent travel to school district buildings.
- b. Frequent walking throughout various areas.
- c. Often sitting at a desk for extended periods.
- d. Standing for limited periods of time.
- e. Moderate moving from 15 to 50 pounds.
- f. Some carrying – up to 50 pounds.

- g. Manual dexterity to use office equipment.
- h. Repetitive movement of fingers and hands for keyboarding.

SENSORY ABILITIES

- a. Visual acuity to read correspondence and a computer screen.
- b. Auditory acuity to be able to use telephones, interview job candidates, conduct staff meetings.
- c. Ability to speak clearly and distinctly.

TEMPERAMENT

- a. Must appropriately handle confidential information as required by State and Federal regulations.
- b. Must be courteous and able to effectively manage people.
- c. Must be able to interact well with various publics and individuals.
- d. Must be able to work as a manager and member of a team.
- e. Must be cooperative, congenial and service-oriented, and promote these qualities in the department.

COGNITIVE ABILITY

- a. Ability to follow written and verbal directions and give direction to others.
- b. Ability to create and delegate assignments.
- c. Ability to complete assigned tasks with minimal supervision.
- d. Ability to read, write and do complex computations.
- e. Ability to use correct grammar sentence structure and spelling.
- f. Ability to compose clear, concise sentences and paragraphs.
- g. Ability to organize office setting to efficiently accomplish tasks.
- h. Ability to work independently and make work-related decisions.
- i. Ability to exercise good judgment in prioritizing tasks, and directing staff.
- j. Ability to communicate effectively at all organizational levels.

SPECIFIC SKILLS

- a. Ability to operate office equipment.
- b. Must appropriately handle confidential information.
- c. Ability to manage a department with varied changing, service demand.

LICENSE

- a. Valid Driver's License

COMMENTS

- a. The job duties may be performed in a manner other than stated. The job will require the performance of other duties related to the essential functions as assigned. The employer may change the descriptions as jobs are analyzed and modified.
- b. The position holder must be able to accomplish the performance responsibilities with or without reasonable accommodation. It is the responsibility of the employee to inform their Supervisor of any and all reasonable accommodation requests.
- c. The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

The Big Spring School District is an equal opportunity employer.

DRAFT