BERLIN BROTHERSVALLEY SCHOOL DISTRICT

DIRECTOR OF SPECIAL AND PSYCHOLOGICAL SERVICES

DEFINITION

Under the direction of the Superintendent, to provide district-level leadership, coordination, supervision, and oversight for special education and related student support services and for school psychological services; to support the District's compliance with applicable federal and Pennsylvania laws, regulations, and reporting requirements; to promote appropriate, effective, and equitable programming for students; and to perform other related duties as required. The Director serves as a resource to administrators, teachers, parents/guardians, students, service providers, and community agencies.

CERTIFICATION / LICENSURE

Must hold, or be eligible to hold, appropriate Pennsylvania certification and/or licensure for the professional responsibilities assigned to the position. **The appropriate state certifications include PK-12 Principal, PK-12 Supervisor of Special Education, or Superintendent Letter of Eligibility AND School Psychologist PK-12.** Any direct psychological assessment or practice must be performed by appropriately credentialed personnel in accordance with Pennsylvania requirements. The District may establish additional certification, licensure, or experience requirements consistent with applicable law and the final scope of the position.

EXPERIENCE AND EDUCATION

Any combination of education, training, certification, and experience that provides the knowledge and skills needed to perform the duties of the position may be considered. A typical qualification would include a master's degree or higher in school administration or special education, school psychology, educational leadership, or a closely related field, together with relevant experience in special education, psychological services, or school-based student support systems. Demonstrated experience coordinating programs, supervising or supporting staff, and working with families and multidisciplinary teams is preferred.

SUPERVISION AND EMPLOYMENT INFORMATION

- Reports to: Superintendent of Schools.
- Position title: Director of Special and Psychological Services.
- Department: District Administration / Student Services.
- Work year: 260 days.
- Supervisory responsibilities: As assigned by the Superintendent and consistent with District organizational structure.

DISTINGUISHING CHARACTERISTICS

This administrative position requires knowledge of special education programming, student evaluation and intervention, school psychological services, and the legal and procedural requirements governing the delivery of services in a public school setting. The Director exercises independent judgment in coordinating programs, interpreting data and regulations, resolving complex concerns, monitoring service delivery, and advising the Superintendent and building administrators. The position requires frequent collaboration with school personnel, families, intermediate unit staff, outside providers, and other agencies.

The position is a 260-day employee. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

EXAMPLES OF DUTIES

I. SCHOOL DISTRICT SPECIAL SERVICES

- Provide leadership and coordination for the District's special education and related services programs, including services delivered in District buildings and through outside placements or providers
- Coordinate the development, implementation, monitoring, and review of Individualized Education Programs (IEPs), GIEPS (Gifted Individual Educational Programs) evaluations, reevaluations, and other required special education processes in accordance with applicable requirements.
- Monitor compliance with IDEA, Section 504, the Pennsylvania School Code, Pennsylvania Department of Education (PDE) regulations and guidance, and other applicable federal and state requirements (i.e. Penn Data and Special Education PIMS reporting).
- Coordinate Child Find activities, referral and evaluation procedures, transition planning, and the provision of appropriate services for eligible students.
- Support administrators and IEP teams in determining appropriate programming, supplementary aids and services, related services, placements, and least restrictive environment considerations.
- Review special education records, timelines, notices, procedural safeguards, documentation, and reporting to help ensure accuracy, completeness, confidentiality, and compliance.
- Coordinate with the intermediate unit, approved private schools, related-service providers, agencies, and other educational partners regarding evaluations, placements, services, and student transitions.
- Assist with the development, monitoring, and administration of the special education budget, contracted services, grants, and other resources; review service needs and expenditures for effectiveness and fiscal responsibility.
- Provide consultation, guidance, and professional learning for teachers, paraprofessionals, administrators, and other staff regarding special education procedures, inclusive practices, accommodations, behavior supports, and effective instruction.
- Support the development and review of policies, procedures, forms, Special Education Plan, SEPRN, and practices related to special education and student services; prepare reports and recommendations for the Superintendent and, as assigned, the School Board.
- Respond to parent/guardian questions and concerns, facilitate collaborative problem-solving, and assist with resolving disputes while maintaining appropriate confidentiality and professional communication.
- Monitor program effectiveness through review of student progress, service delivery, compliance data, and other relevant information; recommend improvements based on identified needs.
- Coordinate services and supports for students with complex needs, including collaboration with general education, school social work, nursing, counseling, behavioral, and community-based services, as appropriate.
- Provides direct oversight of special teachers, special education support staff, nursing staff, and social work.
- Provides joint oversight of district counselors alongside building administration.
- Support the Induction process with new hires (support staff and teachers).
- Assist in the oversight of ACCESS billing and collaborate with the PCAs, Case Managers, and Business Manager when needed.
- Perform other duties as assigned by the Superintendent that are consistent with the position.

II. PSYCHOLOGICAL SERVICES

- Provide district-level coordination and oversight of school psychological services, including psychological evaluations, consultation, prevention, intervention, and support for student learning and well-being.
- Completely all evaluations, reevaluations, consultations, and required meetings.
- Monitor evaluation and reevaluation timelines, reports, documentation, and communication with families and school teams, consistent with applicable law, professional standards, and District procedures.

- Support the appropriate use of psychological assessment data, observations, interviews, and other relevant information to inform educational planning and eligibility determinations by the appropriate team.
- Promote collaboration among special education staff, general education teachers, administrators, school social workers, counselors, families, and outside providers.
- Provide consultation to school teams regarding student learning, behavior, social-emotional functioning, crisis response, and evidence-informed interventions within the scope of the team's roles and professional credentials.
- Completes Functional Behavior Assessments (FBAs) as needed or required.
- Coordinate and monitor systems for identifying and responding to student mental health, behavioral, developmental, and social-emotional needs, including referral pathways to school-based and community resources.
- Support school-based problem-solving and multi-tiered systems of support, including review of relevant student data and coordination of appropriate interventions and progress monitoring.
- Assist in planning and coordinating responses to student crises and urgent psychological or behavioral concerns, in collaboration with building administration and appropriate personnel, consistent with District procedures.
- Leads all Manifestation Determination hearings (MDs) with appropriate stakeholders.
- Help ensure that psychological records, testing materials, and confidential student information are maintained, accessed, and shared appropriately in accordance with applicable privacy requirements and professional standards.
- Review the quality, timeliness, and effectiveness of psychological services and recommend staffing, training, procedural, or programmatic improvements as needed.
- Coordinate professional development and communication to strengthen staff understanding of psychological services, student needs, referral processes, and available supports.
- Perform other duties as assigned by the Superintendent that are consistent with the position.

QUALIFICATIONS

Knowledge of:

- Federal and Pennsylvania laws, regulations, and procedures governing special education, student evaluations, related services, and school-based psychological services.
- Special education programming, IEP development and implementation, evaluation and reevaluation procedures, accommodations, placement considerations, and inclusive educational practices.
- School psychology practices, educational assessment, consultation, behavioral and social-emotional interventions, and student support systems.
- Confidentiality, student records, parent/guardian rights, dispute resolution, and applicable reporting and documentation requirements.
- Program planning, staff coordination, budgeting, data review, professional development, and continuous improvement in a public school setting.

Ability to:

- Interpret and apply applicable laws, regulations, policies, procedures, and professional standards.
- Organize, coordinate, and monitor multiple programs, service providers, deadlines, and competing priorities.
- Analyze student and program data and use findings to support sound educational and administrative decisions.
- Communicate clearly and professionally with students, families, staff, administrators, service providers, and community agencies.
- Facilitate meetings, collaborate across disciplines, address sensitive concerns, and resolve problems with sound judgment and discretion.
- Maintain accurate records, protect confidential information, prepare reports, and make recommendations to District administration.
- Establish and maintain effective working relationships and demonstrate professionalism, integrity, flexibility, and a commitment to student success.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

The position is primarily performed in a school and office environment and requires the ability to communicate effectively, use a computer and other office equipment, review records and reports, attend meetings, and travel between District buildings or other service locations as needed. The employee may occasionally need to move materials or equipment weighing up to 25 pounds. Duties may require flexibility in work hours to address meetings, student needs, or urgent matters. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.