

**JOB PROFILE: DIRECTOR OF PUPIL PERSONNEL**

Reports to: The Superintendent of Schools

**Classification:** Administrator

**Hours/Day:** 8

**Days/Year:** 260

**Purpose/Summary**

The Director of Pupil Personnel supervises the overall program and assures provision of services to identified students assigned to select regular and/or special education environments; works collaboratively with administrators, psychologists, special and regular education teachers, support staff, students and parents. Provides students with academic, emotional, social, behavioral and/or physical support. Directs all special education services for all students with disabilities and ensures that students have access to the school District's core curriculum. Maintains compliance with all state and federal laws related to the education of students with disabilities.

**Essential Duties and Responsibilities**

- Maintain open lines of communication regarding special education with all interested parties; respond to concerns of parents, teachers, building and central office administrators, and community members.
- Monitor the development and implementation of all aspects of the special education program.
- Develop and implement programs and service models to meet the needs and legal expectations of the student population.
- Attend IEP meetings and act as the Local Education Administrator (LEA) when necessary.
- Attend and participate in all outside agency placement IEP meetings as the Local Education Administrator (LEA).
- Oversee English as a Second Language (ESL) and Extended School Year (ESY) Program.
- Assume responsibility for Child Find activities including the coordination of all school referral activities and preschool screenings.
- Facilitate and/or participate in all matters of dispute resolution pertaining to students with disabilities; manage mediation and due process procedures.
- Develop, monitor, supervise and manage all aspects of the annual budget for special education and coordinate budget requests with individual schools relative to instructional programs.
- Coordinate the implementation action of federal and state grant applications and manage appropriate IDEA grants.
- Plan, implement and facilitate professional development for school staff assigned the responsibility of delivering and overseeing the special education services/process in their buildings.
- Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training opportunities within OPEC and the division.
- Fulfill other duties and tasks assigned by supervisors.

**Education and/or Experience**

Bachelor's Degree in Special Education

Master's Degree in Special Education or Letter of Eligibility

Five years' experience in Special Education Supervision and leadership experience required.

**Certifications, Licenses, Registrations**

Supervisor of Special Education Certification required

CPR and AED Certifications preferred

Act 34/151/114/126/168 Clearances/Certifications required

**Qualification Requirements**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill and/or ability required.*

### **Knowledge and Abilities**

Knowledge of current research and trends in special education. Knowledge of curriculum development protocols and ability to implement curriculum effectively at a district level for children with disabilities. Ability to think critically and problem solve. Knowledge of state and federal special education laws and ability to implement and ensure adherence to all necessary timelines and expectations. Knowledge of the Multi-Tiered System of Support and protocols for properly identifying students in need of services. Knowledge and understanding of the continuum of services for students with special needs. Solid knowledge of categories of disabilities and intimate understanding of behaviors, characteristics and traits of disability categories. Ability to provide ongoing training and updates to professional staff as laws and mandates change.

*Academic Skills* - Knowledge of K-12 Education, specifically as it relates to students with disabilities and ability to understand, manage and organize resources to support special education programming and instruction District-wide. Ability to develop and provide professional development experiences and lead implementation of required programs.

*Language Skills* – Must possess the ability to use the language in both oral and written form. Be able to communicate information and ideas in speaking so others will understand. Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Ability to read, edit and formalize documents for public review and use. Ability to communicate effectively with administration, staff, students, parents and community.

*Math Skills* – Knowledge of mathematics and its applications. Ability to use math skills to complete budgets and make financial decisions concerning texts, resources, equipment and materials. Possess the ability to develop spreadsheets to manage and provide data for interpretation and decision-making.

*Technology Skills* – Demonstrate competency with up-to-date computer software, including Word processing, Excel, web page development, presentation and graphics applications. Ability to manage and manipulate large databases of information. Be able to generate Power Point presentations including Excel documents. Be able to enter data to generate documents related to student data and complex testing data. Ability to understand content in order to organize, manage and communicate electronically.

*Reasoning Abilities* – Ability to problem solve, multi-task and utilize time and resources properly. Ability to assist with the organization of synthesized information that is presented to parents.

### **Other Skills and Abilities**

- Maintain high emotional energy.
- Respond to community/parent inquiries and maintain a positive and proactive response to community members.
- Serve as a representative of the school and must possess the skills of discretion, confidentiality, flexibility and adaptability to change.
- Possess imagination, patience, creativity, sound judgment, and logical reasoning.
- Concentrate with numerous interruptions.
- Understand and facilitate needs of various personality types.
- Participate in and present workshops or seminars.

### **Physical Demands**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position is considered to be a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupation Title, Fourth edition published by the US Department of Labor. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

<b>Sedentary (S)</b>	<b>Light (L)</b>	<b>Medium (M)</b>	<b>Heavy (H)</b>	<b>Very Heavy (V)</b>
Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.	Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly or requires walking or standing to a significant degree.	Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly or requires frequent running or climbing.	Exerting 50-100 lbs. occasionally, 25-50 lbs. frequently or up to 10-20 lbs. constantly.	Exerting over 100 lbs. occasionally, 50-100 lbs. frequently or up to 20-50 lbs. constantly.

<b>Work Environment</b>				
The work environment will vary from an office setting to more moderate situations such as conference rooms, large group professional settings, school buildings and classrooms. The majority of time will be spent indoors with consideration for adaptability to all weather conditions related to outdoor activities and/or travel. The employee must be able to work in air-conditioned and heated environments under florescent lighting.				
<b>Primary Work Location</b>				
Office Environment		Shop		
Classroom/Building		Vehicle		
Outdoors		Travel		
<b>Paraprofessional, I-A Secretaries - 260 Physical and Non-Physical Demands Key</b>				
<b>C - Continuously</b>	<b>F - Frequently</b>	<b>O - Occasionally</b>	<b>R - Rarely</b>	<b>N - Never</b>
2/3 or more of the time	From 1/3 to 2/3 of the time	Up to 1/3 of the time	Less than 1 hour per week	Never occurs
<b>Standing</b>		<b>O</b>	<b>Crawling</b>	<b>N</b>
<b>Sitting</b>		<b>F</b>	<b>Bending</b>	<b>R</b>
<b>Walking</b>		<b>O</b>	<b>Twisting</b>	<b>R</b>
<b>Lifting</b>		<b>R</b>	<b>Climbing</b>	<b>R</b>
<b>Carrying</b>		<b>R</b>	<b>Balancing</b>	<b>R</b>
<b>Pushing/Pulling</b>		<b>R</b>	<b>Vision</b>	<b>C</b>
<b>Reaching</b>		<b>O</b>	<b>Hearing</b>	<b>C</b>
<b>Handling</b>		<b>R</b>	<b>Talking</b>	<b>C</b>
<b>Fine Dexterity</b>		<b>F</b>	<b>Foot Controls</b>	<b>N</b>
<b>Kneeling</b>		<b>R</b>	<b>Teamwork</b>	<b>C</b>
<b>Crouching</b>		<b>R</b>	<b>Tedious or exacting work</b>	<b>F</b>
<b>Time Pressures</b>		<b>C</b>	<b>Noisy or distracting environment</b>	<b>F</b>
<b>Emergency Situations</b>		<b>F</b>	<b>Other (Specify): Flexible work hours to accommodate building schedules and professional development</b>	<b>O</b>
<b>Frequent Change of Tasks</b>		<b>F</b>	<b>Other (Specify):</b>	
<b>Irregular Work Schedule/Overtime</b>		<b>O</b>	<b>Other (Specify):</b>	
<b>Multi-Tasking</b>		<b>C</b>	<b>Other (Specify):</b>	
<i>The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.</i>				
<b>Effective Date</b> 1-3-18				