



Fort Cherry School District

Job Description

Title: Director of Pupil Services

Overview:

Employee shall provide specialized assistance to the Fort Cherry School District, regular classroom teachers, district administrators and other personnel concerned with the development, coordination and maintenance of specialized designed educational opportunities for any exceptional student. This includes children in District, Intermediate Unit, and approved private school placements for all exceptionalities, from early childhood intervention to age 21.

Student Programming K-12 in the following areas:

- ❖ Child Find and Special Education Services for Exceptional Students
- ❖ Gifted Education—Strive Programming
- ❖ Chapter 15/504 Service Agreements
- ❖ ELL—English Language Learner
- ❖ Federal Programming—Title I, II, IV
- ❖ School Psychology Services
- ❖ IST/ /ESAP/SAP/Crisis
- ❖ At Risk Programming

Location: Pupil Service Office

Reports to: Superintendent

Supervises: Special Education Faculty (LS, ES, Speech & Language, Strive, ELL, Title), School Psychologist, Social Workers, Health Professionals, Related Service Providers, District and IU Aides

Coordinates with: All Administrative and Supervisory Personnel of the School District
All Employees of the School District either directly or indirectly

Essential Duties:

1. Implement Board Policies as designated by the Superintendent

2. Provide instructional leadership in the planning, development, implementation, and evaluation of student servicing regarding specialized needs/programming for exceptional students
3. Provide managerial leadership in the coordination, execution, and service provisions for all student servicing areas
4. Comply with Federal/State/District laws, mandates, policies, regulations, and procedures regarding support services for students
5. Ensure federal laws, state mandates, district policies, and school procedures are uniformly observed and understood by all stakeholders
6. Organize, administer, and supervise all phases of support programming for students in need of support
7. Coordinate and assist with standardized assessment accommodations for students of need
8. Lead through strategic and cultural development
 - a. Create an organizational vision, mission, and strategic goals for faculty performance with regards to instructional implementation, classroom management, home-school communication focused on student achievement
 - b. Utilize data for informed decision making
 - c. Build a collaborative and empowering work environment
 - d. Lead change efforts for continuous improvement
 - e. Celebrate accomplishments and acknowledges failures, as applicable
9. Lead through the leverage of systems
 - a. Leverage human and financial resources
 - b. Ensures staff strives to be high performing
 - c. Establishes and implements expectations for students, faculty, and staff
 - d. Communicates effectively and strategically
 - e. Manages conflict constructively
 - f. Ensures school safety
10. Lead for enhancement of learning
 - a. Lead school improvement initiatives

- b. Aligns curricula, instruction, and assessments
 - c. Monitor instruction and expect high quality learning opportunities
 - d. Sets high expectations for all students
 - e. Expects and Schedules for the maximization of instructional time
11. Lead through professional learning and community engagement
- a. Maximize professional responsibilities through parent involvement and community engagement
 - b. Demonstrates professionalism through being fair and equitable
 - c. Supports professional growth for self, faculty, and staff
 - d. Demonstrates professional, ethical, and responsible behavior, serving as a role model for faculty, staff, and students
12. Foster and promote collaborative problem-solving, decision making, and collegiality among all stakeholders
13. Gather, analyze, and evaluate district, school, class/course, and student data to formulate data informed decisions
14. Collaborate with building administration to implement comprehensive programming for all students
15. Supervise the following programs: health services, social work, psychological, federal programs, student supports and therapies (vision, hearing, speech, OT, PT), IU programming, and agency support
16. Develop, implement, and evaluate building programming to provide effective learning environments in all areas for students with support needs (curricular, co-curricular, extra-curricular, and etc.)
17. Gather and provide various instructional resources, materials, equipment, and supplies to support student needs across all areas of educational programming
18. Supervise, observe, evaluate, confer, and collaborate with faculty and staff through procedural, instructional, co-curricular and extra-curricular programming
19. Manage, organize and attend child find meetings regarding academic, behavioral, social, and emotional needs with teachers, staff, parents, and students

20. Insure compliance of regular education personnel with Pupil Service mandates (i.e. IEP, GIEP, 504, LIEP, etc.)
21. Maintain and use informational systems, record keeping, and data warehousing of student information including but not limited to academic, behavioral, social, emotional, and health/wellness
22. Liaison between District and Outside Providers for servicing and/or out placements
23. Coordinator of home bound, instruction in the home, and home schooling services
24. Assist in the development and manage the implementation of site based budgeting to ensure programming needs are accurately addressed
25. Assist in the recruiting, interviewing, selection, and orientation of professional employees and new staff members within department
26. Attend and collaborate as an active member of district wide committees, i.e. safety, instructional resource, comprehensive planning, and the like
27. Utilization of effective techniques to encourage parent and community involvement
28. Develop and coordinate professional learning for faculty and staff regarding support services
29. Attend professional meetings, trainings, conferences, and learning opportunities to maintain and improve professional competence for self, faculty, and staff
30. Maintain District's Comprehensive Plan related to Pupil Services, Special Education, Federal Programming, Due Process, FAPE, and the like
31. Communicate effectively with all members of the District and Community
32. React to change productively and handle other tasks as assigned
33. Maintain confidentiality
34. Support the mission, vision, and belief statements of the District

35. Perform and assume any other duty assigned by the Superintendent or designee

Qualifications and Skills:

- Master's Degree; appropriate PA Administrative Certification
- Five (5) years teaching/administrative experience, preferably in special education
- Demonstrate an average working knowledge of technology used by the District
- Demonstrate strong communication skills both verbal and written
- Ability to work well with others and have positive attitude
- Ability to organize, supervise, and set priorities
- Ability to work effectively in a school office setting characterized by frequent interruptions
- Ability to multi-task and exercise good judgment while working in a dynamic environment
- Ability to respond sensitively to common inquiries or complaints
- Ability to work independently and be self-motivated
- Ability to gain all clearances and requirements set forth by federal, state, and local regulations
- Any addition to the above qualifications/skills as be determined by the Board of School Directors/Superintendent

Terms of Employment:

Employment obligations will be defined in the District's Act 93 Agreement; such items as work year, workdays, salary, and benefits will be established in accordance with the provisions of the agreement

Evaluation:

Job performance will be evaluated at least annually in accordance with the provisions outlined in the employee's agreement