NORWIN SCHOOL DISTRICT
JOB DESCRIPTION

Coordinator of Special Education and Student Services
(School Psychologist)

JOB ANALYSIS

Under the supervision of the Director of Special Education and Student Services, the Coordinator of Special Education and Student Services (School Psychologist) coordinates psychological services for special education students of the District. The Coordinator also provides administrative support to the Director of Special Education and Student Services with emphasis on procedural safeguards and technical assistance related to all aspects of special education and student services. Responsibilities include providing administrative support to the elementary and secondary principals and assistant superintendents with a strong emphasis on special education procedural safeguards and technical assistance related to all aspects of Chapters 14 (Special Education), Chapter 15 (Section 504), and Chapter 16 (Gifted) of the School Code.

ESSENTIAL FUNCTIONS

Special Education/Gifted

1. Conducts psycho-educational diagnostic evaluations for individual students, including classroom observations, preparation of Evaluation Reports and making recommendations on need and eligibility for special education services.

2. Works directly with special education support personnel and direct instruction personnel to plan the proper instruction and placement of students.

3. Assists with the coordination of psychological services and is responsible for ensuring implementation of Office of Special Education (OSEP) Corrective Action Plan for Pennsylvania Department of Education (PDE) as needed.

4. Ensures compliance with implementation of timelines with all required special education documents included in Chapter 14, Chapter 16 and Individuals with Disabilities Education Act (IDEA).

5. Monitors the Re-Evaluation Process including review and/or writing of Re-evaluation Reports, which may include evaluations for out-of-District placement students.

6. Serves as a member of the Individual Education Program (IEP) Team and attends meetings as requested.

7. Conducts evaluations for the determination of eligibility as Gifted.

8. Consults with principals and the Director of Special Education and Student Services regarding discipline procedures for special education students; establishes procedures and plans training for staff.
9. Establishes procedures and monitors compliance for conducting Manifestation Determination reviews for special education students.

10. Participates in IEP meetings to generate academic and behavioral interventions in accordance with pupil needs. Assists in generating placement options unavailable within the District. Consults with medical and other professional personnel or agencies concerning children with educational, medical, and/or psychological concerns.

11. Assists in professional development activities of regular and special education teachers and support staff for improvement of instruction for special education students.


13. Participates in monthly psychological services staff meetings.

14. Monitors and assists with development and implementation of Chapter 15 Service Agreements.

15. Serves as a consultant to Student Assistance Program (SAP) and school-based counselor teams.

16. Monitors and reviews IEPs and Gifted Individual Educational Programs (GIEPs) developed for students in the District. Provides direct feedback regarding the manner in which IEPs and GIEPs are developed in an effort to maintain compliance with state and local regulations regarding special education and gifted education. Provides training in IEP and GIEP development.

17. Provides updates, training, and ongoing consultation for building administrators regarding best practices in special education.

18. Assists in the development, coordination, and ongoing program evaluation of Response to Instruction and Intervention (RtII).

19. Assists with the development and evaluation of a multi-level approach to intervention. Evaluates assessments for intervention on an ongoing basis.

20. Assists in the facilitation of pre-referral intervention services to ensure least restrictive practices, quality interventions, and screening data.

21. Participates in IEP meetings as Local Education Agency (LEA) when designated, and represents District as LEA at interagency and Child and Adolescent Service System Program (CASSP) meetings; serves as the LEA representative for students placed in special education programs out-of-District (i.e. Approved Private Schools, Alternative Education, Partial Hospitalization Program) as needed.

22. Coordinates with outside agencies and services.

23. Consults with teachers regarding appropriate academic and behavioral interventions.

24. Participates in Crisis Intervention Planning and serves on Crisis Team.

25. Consults with parents regarding individual students.
26. Consults with guidance counselors, especially in the area of response to behavioral concerns and students in crisis, as well as academic interventions.

27. Conducts individual counseling for students and conducts social skills groups with students.

28. Holds responsibility for Public Awareness activities and organization of routine parent group meetings to satisfy “Right to Know” and “Child Find” mandates.


**Student Services**

1. Serves as a consultant to teachers, both general and special educators, administrators, and families in order to provide resources concerning students with Autism.

2. Conducts observations and assists the team in analyzing data/behaviors in order to develop appropriate interventions for students with behavioral challenges.

3. Assists building teams to develop the capacity to support their students with Autism and attends IEP meetings to provide guidance and support relative to meeting the needs of these students in the least restrictive environment.

4. Participates in ongoing professional development in the area of Autism in order to stay up to date with current research, programming, and interventions.

**General**

1. Assists with the coordination of special education programs in accordance with School Board policy, goals, and objectives, PDE rules and regulations, and federal laws and regulations.

2. Assists with the development of long and short-range plans for District special education programs.

3. Assists building-level administration and staff in implementing District policies, procedures, and programs. Confers with parents of special education students. Interacts with community and state agencies as they are involved in the special education programming process.

4. Participates in local and state meetings: recommends programs, services, facilities, and transportation that provide effective and efficient special education programs. Maintains a working relationship with the PDE and the Westmoreland Intermediate Unit (WIU).

5. Articulates and implements a clear vision for moving special education students from a service continuum to the least restrictive environment.

6. Collaborates with all program and support areas to ensure the appropriate inclusion of all special education students in all subject classes and school programs and activities as appropriate.
7. Assists in planning the implementation of programs to support alignment of learning standards with effective special education teaching practices across the District.

8. Collaborates with instructional and support personnel on placement and instruction of special education students. In conjunction with principals and Director of Special Education and Student Services, monitors performance of special education professional and support staff.

9. Reviews Reevaluation Reports (RRs) and IEPs in assigned buildings to ensure compliance with special education regulations and timelines.

10. Monitors the maintenance of timely and accurate student records.

11. Maintains responsive lines of communication among students, parents, and staff involved with all special education programs.

12. Attends administrative meetings and work sessions as required. Attends professional seminars, conferences, and workshops, and stays abreast of current research in the scope of education and school psychology.

13. Coordinates Mental Health initiatives (i.e. school-based counseling, suicide prevention, group counseling, special education initiatives, and crisis prevention).

14. Assists with the monitoring of the Pennsylvania System of State Assessment and Pennsylvania Alternative Assessment testing accommodations for special education students. Duties include the review of student IEPs for allowable accommodations and modifications, and coordination of staff training.

15. Assists with annual updates to the District’s Special Education Manual and policies as per PDE mandates and reauthorization of IDEA.

16. Works collaboratively with the High School Dean of Students/Home and School Visitor to address attendance issues as warranted.

17. Supports general education initiatives such as the educational support system teams (RtII, SAP, etc.) and attends District-wide meetings as assigned by the Director of Special Education and Student Services.

18. Assists with coordination of Early Entrance to Kindergarten, including review of documentation, and assists elementary school staff with the administration of kindergarten screening.

19. Conducts transition meetings for parents whose children with special needs are transitioning from Early Intervention to School-aged Programming. Coordinates with various therapists to conduct multi-disciplinary evaluations and meets with parents to explain results and placement/programming decisions.

20. Performs any other duties assigned by the Director of Special Education and Student Services.
COGNITIVE ABILITIES

Ability to establish and maintain productive working relationships with students, parents, staff, and general community.
Ability to work on multiple tasks and prioritize appropriately.
Ability to communicate effectively, both orally and in writing.
Ability to exercise initiative and make independent decisions to reschedule work to meet deadlines or to effectively handle emergency work.

PROFESSIONAL QUALIFICATIONS

Master’s Degree and School Psychologist Certification required.
K-12 Principal Certificate preferred.
Experience in the field of mental health, special education, psycho-educational evaluations.
Computer literate.

REPORTS TO

Director of Special Education and Student Services

POSITION REQUIREMENTS

Physical Demands:
- Frequent travel to School District offices, buildings, classroom and grounds.
- Frequent traversing throughout various buildings.
- 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.

Sensory Abilities:
- Ability to communicate effectively in all aspects of the job.

Work Environment:
- Generally, office setting year round.
Temperament:
   Ability to work well with children and adolescents.
   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.

Workplace Expectations:
   Ability to follow directions and give direction to others.
   Ability to complete assigned tasks without supervision.
   Ability to communicate, comprehend and perform complex computations.
   Ability to use correct grammar, sentence structure and spelling.
   Ability to compose clear, concise sentences and paragraphs.
   Ability to organize office setting to efficiently accomplish tasks.
   Ability to multitask.
   Ability to work independently and make work-related decisions.
   Ability to exercise good judgment in prioritizing tasks.
   Ability to communicate effectively at all organizational levels.
   Ability to operate office equipment.
   Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
   Ability to appropriately handle confidential information in accordance with District policies.
   Ability to use technology for group meetings, presentations (i.e. overhead, document camera, projector, and video equipment).

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, and Act 126 Child Abuse Recognition and Reporting Training. 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. A pre-employment drug testing will be required upon offer of employment. 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 will be consistent with the Act 93 Agreement.

EVALUATION

Performance will be evaluated annually by the Director of Special Education and Student Services in accordance with the provisions of Policy on Evaluation of Administrative Personnel, as amended.

Approved by Administration and provided to the Board of School Directors on October 20, 2014; updated Clearances Section January, 2016.