

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Director of Special Services	<b>Department:</b> Special Services	<b>Unit:</b> Directors
<b>Immediate Supervisor:</b> Superintendent	<b>Grade Placement:</b>	<b>FLSA Status:</b> Exempt
<p><b>Job Summary:</b></p> <p>Under the direction of the Superintendent, the Director of Special Services is responsible for managing, directing and overseeing special service programs to meet the needs of child with disabilities and special educational needs to ensure compliance with state and federal laws, mandates and requirements. Duties involve the supervision of special education staff, program development, program evaluation, fiscal/budget administration of special needs programming, and oversight of due process and compliance requirements.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

<ol style="list-style-type: none"> <li>1. Plans, develops, recommends and administers budgets for special education/service programs. Administers and monitors approved budgets, revenues and expenditures for special services. <ul style="list-style-type: none"> <li>• Collaborates with the business/finance in setting up all aspects of the special education budget.</li> <li>• Administers, reviews and approves all expenditures for special education (e.g. timesheets; staff development, transportation; consultants, technology, tuition bills, supplies and equipment).</li> <li>• Allocates expenditures consistent with UFARS, MARSS, STAR and EDRS guidelines, rules and requirements.</li> <li>• Oversees and coordinates tuition billing, third party billing, special transportation and referrals for outside services.</li> <li>• Responds to and prepares for MDE fiscal monitoring and information requests.</li> </ul> </li> <li>2. Manages and supervises all district wide special services personnel directly or through designated supervisory personnel. <ul style="list-style-type: none"> <li>• Provides a comprehensive system for staff development to assure compliance with special education laws, rules and to improve skills in research based practices.</li> <li>• Screens, interviews, selects and recommends the hiring of certified candidates of special education teachers and other special education services/programs.</li> <li>• Conducts performance evaluations.</li> <li>• Collaborates with building principals and department supervisory personnel in evaluating and supervising various departmental staff.</li> <li>• Provides guidance to staff, students and families regarding individual student program issues.</li> </ul> </li> <li>3. Directs, supervises and oversees the proper and timely administration of all district-wide state, federal and locally mandated programs and services. <ul style="list-style-type: none"> <li>• Assures compliance with all state and federal regulations and program requirements.</li> <li>• Supervises and oversees the preparation and submission of various district, state and federal reports and applications pertaining to special education services, staffing, funding and assurances.</li> </ul> </li> <li>4. Conducts public relation activities associated with special education programs and services. <ul style="list-style-type: none"> <li>• Collaborates with and addresses concerns and concerns of parents, the community, various state or federal</li> </ul> </li> </ol>
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- agencies, or advocacy organizations.
  - Resolves, mediates and addresses formal and informal complaints concerning due process/hearings or related issues.
  - Advises, consults with and interprets special education requirements, rules, expectations or responsibilities to administrators, staff, building principals, and others.
  - Attends and participates in IEP meetings for students with significant disabilities or where conflict is eminent.
  - Assists the district in decision making and responding to and addressing serious disciplinary incidents involving students with disabilities.
  - Facilitates, leads or participates in various parent and community involved activities/meetings.
5. Collaborates with District Cabinet and Superintendent, School Board and community to effectively implement the District’s strategic plan(s) for special services.
- Evaluates district needs for new services or changes to existing services and programs.
  - Advises and makes recommendations to the Superintendent regarding the need for new programs or major program modifications.
  - Monitors district instructional practices for consistency with laws, rules, regulations and requirements, and best practices.
  - Adjusts programs and services to help meet district goals and improve results for students with special needs and disabilities.
  - Develops, implements and maintains policies, procedures and practice statements to assure compliance with laws, guidelines and best practices.
  - Serves as the district’s liaison and representative for students with disabilities being serviced outside of the district.
  - Attends out of district IEP meetings and participates in the planning and decision making for students.
6. Performs other duties of a comparable level or type, as required.
- Keeps abreast of changing developments, trends, and technologies within the field.
  - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge
  - Participates in staff development and professional development activities.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

<b>RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS</b>			
	<b>Titles of Positions Directly Supervised</b>		<b># of Employees</b>
1	Special Services Program Supervisors		3
2	Crossroads Principal		1
3	Accountant		1
<b>TOTAL</b>			<b>5</b>
<b>INDIRECT SUPERVISION:</b>			
<b>Number of employees indirectly supervised:</b> Special Education Teachers, Speech & Language Pathologists, Occupational Therapists, Educational Assistants, Licensed School Nurse			<b>Total:</b>
<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION:</b>	
less than high school diploma		Type of degree: (B.S., M.A., etc.) Master’s Degree	
High school diploma or GED.		<b>Major field of study or degree emphasis:</b>	
1 year college	2 years college	Educational administration, Special Education or closely related field.	
3 years college	4 years college		



	<b>1st year graduate level</b>	<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Laws, rules, statutes and guidelines related to special education programming and requirements.</li> <li>• Knowledge of due process requirements, rules, regulations and implications for special services.</li> <li>• Knowledge of medical assistance requirements, eligibility requirements and service requirements.</li> <li>• Instructional strategies, concepts, principles, methods, best practices and trends dealing with issues of child development, special education and instructional methods.</li> <li>• School administrative policies and procedures in the area of budgeting, human resources, and general district operations.</li> <li>• State reporting and funding requirements for special service programs.</li> <li>• Knowledge of school finance.</li> <li>• Knowledge of resources, service alternatives and options available to children with special needs.</li> <li>• Organizational, management and supervisory principles, standards and practices.</li> </ul>
x	<b>2nd year graduate level</b>	
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of 3 years administrative experience supervising and administering special service programming and programs.		
<b>LICENSE/ CERTIFICATION</b>	<b>Identify licenses/certification required:</b> Valid MN driver's license or evidence of equivalent mobility. Licensed Teacher in the State of MN. Licensed as a Director of Special Education by the State of MN.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Planning, organizing, developing and implementing and evaluating instructional and special education programs and services.</li> <li>• Interpreting and applying mandated laws, rules, regulations and guidelines consistent with the intent and purpose of the legislative requirements.</li> <li>• Organizational planning, negotiation, mediation and conflict resolution.</li> <li>• Delegating, evaluating, and supervising licensed instructional staff and managers assigned to diverse and multiple program areas and disciplines.</li> <li>• Organizing and presenting complex concepts, issues and ideas to the public, staff and member districts in an understandable manner.</li> <li>• Interpreting, monitoring and developing processes along with implementing legislative changes and initiatives that may impact special education programs or services.</li> <li>• Public speaking and presentational skills.</li> <li>• Using computers and related software applications;</li> <li>• Ability to deal effectively and appropriately with parents, students, staff, administrators, providers, elected officials and educational professionals over instructional needs, curriculum, due process, services, concerns or problems of the student and/or district.</li> <li>• Interactions require persuasion, negotiation, and management skills in resolving conflicts confronting the district.</li> </ul>	

**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Amount of Time Spent					Amount of Time Spent				
Physical Activities	None	1/3 Less	1/3 to 2/3	Over 2/3	Lifting/Forcing Exerting	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs				X
Walk		X			Up to 25 lbs	X			
Sit			X		Up to 50 lbs	X			
Use hands to finger, handle or feel		X			Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl	X								
Talk or hear				X					
Taste or smell	X								

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Sedentary Work:**

Exerting up to 10 pounds of force frequently and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**HAZARDOUS WORKING CONDITIONS**

**Unusual or hazardous working conditions related to performance of duties:**

Duties are generally performed in a typical classroom/school/office setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.



**SECTION IV: DISTRICT MISSION AND CORE VALUES**

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

**SECTION V: CLASSIFICATION HISTORY AND APPROVAL**

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

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**Department Head's Signature**
**Date**

**Classification History:**  
 Created classification description 6/2016 BCC

