

SECTION I: GENERAL INFORMATION

Classification Title: Special Services Program Supervisor	Department: Special Services	Unit: Program Supervisors-Instructional
Immediate Supervisor: Director of Special Services	Grade Placement:	FLSA Status: Exempt
<p>Job Summary:</p> <p>Under the direction of the Director of Special Services, the Special Services Program Supervisor is responsible assisting the Director in supervising, coordinating and overseeing special education staff involved in the implementation of the District’s special education programs.</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

1. Monitors and collaborates with special education staff and district/building administrators in developing and adjusting programming for special education students to ensure a safe and educational environment.
2. Collaborates and assists the Director of Special Services in the supervision, coordination, evaluation and daily accountability of department personnel.
 - Provides a comprehensive system for staff development to assure compliance with special education laws, rules and to improve skills in research based practices.
 - Collaborates with the Director, building administrators and special education leads in screening, interviewing, and recommends the hiring of certified candidates of special education teachers and educational assistants
 - Conducts performance evaluations in collaboration with building administrators and the Director.
 - Collaborates with building principals and Director in evaluating and supervising various departmental staff.
 - Plans and implements professional development opportunities for staff.
3. Communicates changes in due process requirements and provides special education staff support in completing due process documentation and paperwork.
4. Attends IEP meetings as requested by special education staff. Performs such duties as:
 - Resolves, mediates and addresses complaints or concerns pertaining to due process/hearings or related issues.
 - Advises, consults with and interprets special education requirements, rules, expectations or responsibilities to administrators, staff, building principals, parents and others.
 - Attends and participates in IEP meetings for students with significant disabilities or where conflict is eminent.
 - Facilitates, leads or participates in various parent meetings to present program options to families.
5. Facilitates the transition of special education students from building to building and/or program to program.
6. Organizes and supervises the District’s K-12 Extended School Year Program.
7. 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

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
less than high school diploma		Master's Degree	
High school diploma or GED.		Major field of study or degree emphasis:	
1 year college	2 years college	Special Education and/or education administration	
3 years college	4 years college		
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
x	2nd year graduate level	<ul style="list-style-type: none"> • Laws, rules, statutes and guidelines related to special education programming and requirements. • Knowledge of due process requirements, rules, regulations and implications for special services. • Knowledge of medical assistance requirements, eligibility requirements and service requirements. • Instructional strategies, concepts, principles, methods, best practices and trends dealing with issues of child development, special education and instructional methods. • School administrative policies and procedures in the area of budgeting, human resources, and general district operations. • State reporting and funding requirements for special service programs. • Knowledge of resources, service alternatives and options available to children with special needs. • Fundamentals of supervision. 	
Required Work Experience in Addition to Formal Education/Training:			
Minimum of 3 years prior special education teaching experience			
LICENSE/ CERTIFICATION		Identify licenses/certification required:	
		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, and/or administrative license and/or waiver from the State of MN (MDE).	
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in:	
		<ul style="list-style-type: none"> • Supervising, coordinating, implementing and evaluating instructional and special education programs and services. • Interpreting and applying mandated laws, rules, regulations and guidelines consistent with the intent and purpose of the legislative requirements. • Negotiation, mediation and conflict resolution. • Delegating, evaluating, and supervising licensed instructional staff and educational assistants assigned special education programs and services. • Interpreting, monitoring and communicating due process changes and requirements to program staff. • Public speaking and presentational skills. • Using computers and related software applications; • Ability to deal effectively and appropriately with parents, students, staff, administrators, providers, educational professionals over instructional needs, curriculum, due process, services, concerns or problems of the student and/or district. • Interactions require persuasion, negotiation, and management skills in resolving conflicts confronting the district. 	



RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS

	Titles of Positions Directly Supervised	# of Employees
1	Special Education Teachers	35
2	Autism Specialist	1
3	Work Experience Handicapped Teacher	1
4	Special Education Instructional Lead	3
5	DAPE Teacher	3
TOTAL		43

INDIRECT SUPERVISION:

Number of employees indirectly supervised: Special Services Educational Assistants	Total: 100
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PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

<u>Physical Activities</u>	Amount of Time Spent				<u>Lifting/Forcing Exerting</u>	Amount of Time Spent			
	None	1/3 Less	1/3 to 2/3	Over 2/3		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>OUR MISSION</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>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • 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 • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

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

Department Head's Signature
Date

Classification History:
 Created classification description 6/2016 BCC

