

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Program Supervisor-Special Services	<b>Department:</b> Special Services	<b>Unit:</b> Unaffiliated
<b>Immediate Supervisor:</b> Director of Special Services	<b>Grade Placement:</b>	<b>FLSA Status:</b> Exempt
<b>Job Summary:</b> <p>Under the direction of the Director of Special Services, the Program Supervisor-Special Services is responsible for coordinating, leading and monitoring the activities of departmental administrative assistants; for processing all department invoices, requisitions and expenditures; processing tuition agreements; preparing special service reports to MDE; coordinating transportation requests for students with special needs; and other duties as assigned.</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. Coordinates, delegates, monitors and leads administrative support personnel in the daily activities and priorities of the department.
2. Processes invoices, requisitions, itemized expenses, and travel expenses for all special services department staff district wide.
3. Verifies student residency for incoming tuition agreements. Processes regular education incoming tuition billing invoices.
4. Prepares, updates and maintains student data and information for EDRS and SERVS reporting to the MN Department of Education for state and federal reimbursement reporting.
5. Coordinates special education transportation requests with the Transportation Department for students requiring special needs transportation services both in district and for out of district placements, care or treatment programs. Updates and maintains database of special education students requiring special transportation services.
6. Responds to requests for special education records for students with disabilities in accordance with data privacy requirements.
7. Maintains a database of licenses/credentials of all licensed special education staff employed by the district or contracted with the district.
8. Performs other duties of a comparable level or type, as required.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<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</b> (choose one)		<b>DEGREE INFORMATION:</b> Type of degree: (B.S., M.A., etc.)	
	less than high school diploma		<b>Major field of study or degree emphasis:</b>
x	High school diploma or GED.		
	1 year college	2 years college	
	3 years college	4 years college	
	1st year graduate level		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>
	2nd year graduate level		
<ul style="list-style-type: none"> <li>• Fundamentals of general office and district administrative procedures and practices.</li> <li>• Knowledge of office etiquette and customer service procedures and routines.</li> <li>• Fundamentals of general recordkeeping maintenance routines to perform data/record maintenance in filing, retention schedules, or recording data in hard copy or data filing systems.</li> <li>• Knowledge of special education forms, processing procedures, and MDE reporting requirements.</li> <li>• Fundamentals and knowledge of accounting and bookkeeping practices and special education finance regulations, guidelines and deadlines.</li> <li>• Specialized district systems and applications including Infinite Campus, Skyward, etc.</li> <li>• Knowledge of data privacy and other laws, rules or regulations pertaining to job responsibilities.</li> <li>• Familiarity with office equipment, computers, general office productivity software (i.e. word processing, spreadsheet, presentational software, email programs, etc.).</li> </ul>			
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of 5 years prior administrative support experience that includes special education support services.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> Valid MN driver's license or evidence of equivalent mobility.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Coordinating, leading, delegating, prioritizing and monitoring the work activities of department administrative support personnel.</li> <li>• Applying specialized programs, applications, and electronic formats/reports required of the district.</li> <li>• Implementing and maintaining student records and data retention procedures, routines and operations of the department/district.</li> <li>• Performing general accounting procedures and processes pertaining to special education funding, regulations and guidelines.</li> <li>• Compiling, reviewing, and preparing a variety of student reports, financial/student summaries, and narrative reports.</li> <li>• Verifying, compiling and processing tuition agreements and billing procedures.</li> <li>• Written and oral communication skills.</li> <li>• Customer service skills and orientation.</li> <li>• Learning and understanding the programs, department functions, and rules, regulations or guidelines that impact department operations and specifically administrative support</li> </ul>	

	functions of the office. <ul style="list-style-type: none"> <li>• Performing job assignments that require attention to detail, precision and accuracy.</li> <li>• Prioritizing job assignments and projects and performing assignments with minimal oversight.</li> </ul>
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**INDIRECT SUPERVISION:**

<b>Number of employees indirectly supervised:</b> Administrative Assistants	<b>Total: 3</b>
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**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Physical Activities	Amount of Time Spent				Lifting/Forcing Exerting	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:**

**Light Work:**  
 Exerting up to 25 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

<b>HAZARDOUS WORKING CONDITIONS</b>	<b>Unusual or hazardous working conditions related to performance of duties:</b> Duties are generally performed in a typical school/office setting where there are minimal environmental hazards and risks.
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## 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**

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**Date**

**Classification History:**

Created classification description 6/2016 BCC