



**POSITION DESCRIPTION
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

SECTION I: GENERAL INFORMATION

Position Title: Director of Special Education	Department: Special Education	Bargaining Unit:
Immediate Supervisor: Superintendent	Comparable Worth Rank:	FLSA Status: Exempt

Job Summary:

Under the direction of the Superintendent, the Director of Special Education is responsible for directing, developing and providing leadership and advocacy to assure that all learners with disabilities are provided appropriate public education within the least restrictive environment consistent with state and federal statutes, regulations and requirements. The Director of Special Services is responsible for overseeing departmental operations and managing the staff, program budgets, planning, staff development and interagency coordination/collaboration in program areas of the department.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Manages, supervises and directs the personnel of Special Education directly or in collaboration with Building Administrators.
 - a) Participates in the selection, hiring, evaluation, discipline, transfer or discharge of departmental staff.
 - b) Oversees the orientation, personal development and training of department staff.
 - c) Monitors the performance of departmental staff and directly evaluates the performance of all direct reports.
 - d) Monitors the accomplishment of departmental programs, projects and goals.
 - e) Examines, controls and/or reorganizes departmental responsibilities, operational procedures, protocols, methods and policies to better accomplish department/district goals and procedures.
 - f) Determines and decides program needs (i.e. curriculum, staffing levels, and/or technology for special education) district wide.
- Attends team meetings, early childhood program meetings, intermediate district meetings, administrative team meetings, IEP assessment review meetings, and other meetings necessary to support student/program decisions.
- Monitors all departmental activities to assure due process compliance and due process paperwork.
- Conducts public relation activities associated with special education programs and services.
 - a) Collaborates with and addresses concerns of parents, the community, various state or federal agencies, or advocacy organizations.
 - b) Resolves, mediates and addresses formal and informal complaints concerning due process/hearings or related issues.
 - c) Advises, consults with and interprets special education requirements, rules, expectations or responsibilities to administrators, staff, building principals, and others.
 - d) Attends and participates in IEP meetings for students with significant disabilities or where conflict is eminent.

- Plans, develops, and recommends budgets for special education/service programs. Assists and collaborates with the Director of Business Services concerning the oversight and decision making pertaining to the special education budget. Administers and monitors approved budgets, revenues and expenditures for special services to ensure compliance with legal and statutory requirements pertaining to funding.
 - a) Approves staff development requests.
 - b) Approves purchases of supplies, curriculum and technology or other needs for special education programs district-wide.
- Oversees and supports the co-located school based mental health program across the district. Collaborates and works closely with contracted providers and their staff to ensure program effectiveness with participating students and their families.
- Monitors staffing needs, conducts teacher observations and performs teacher evaluations for all licensed staff in the department and informal evaluations of all non-licensed staff in the department.
- Performs other duties of a comparable level or type, as required.
 - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - b) Keeps abreast of changing developments, trends, and technologies within the field.
 - c) Attends special events held to recognize student achievement or school sponsored activities, functions or events.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1	Special Education Teachers	12
2	School Psychologist	1
3	Speech and Language Pathologist	1
4	Occupational Therapist	1
5	Adaptive PE Teacher	3
6	School Based Mental Health	2
TOTAL		20
INDIRECT SUPERVISION:		
Number of employees indirectly supervised: Paraprofessionals		Total: 23

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: Special Education Administration or related area	
	1 year college		2 years college
	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: <ul style="list-style-type: none"> • Laws, rules, statutes and guidelines related to special education programming, requirements and due process. • Supervisory, organizational and management principles, concepts and practices. • Knowledge of school finance, budgeting and funding mechanisms and reporting requirements. • Instructional strategies, concepts, principles, methods, practices and trends dealing with issues of child development, special education and instructional methods. • Knowledge of resources, service alternatives and options available to children with special needs. • District administrative policies and procedures. • Knowledge of program assessment, evaluation and development fundamentals and concepts. 	
x	2nd year graduate level		
Required Work Experience in Addition to Formal Education/Training: Minimum of 3 years teaching experience in Special Education and some supervisory/administrative experience.			
LICENSE/ CERTIFICATION		Identify licenses/certification required: Requires a valid driver's in the State of MN. Licensed Teacher in MN, Director of Special Education Administrative Licensure by MDE.	
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in: <ul style="list-style-type: none"> • Planning, organizing, developing and implementing and evaluating instructional and special education programs and services. • Monitoring and administering Special Education program budgets and expenditures. • Interpreting and applying mandated laws, rules, regulations and guidelines consistent with the intent and purpose of the legislative requirements. • Overseeing the preparation of departmental reporting, recordkeeping, and department administrative functions. • Presentational skills. • Organizational planning, negotiation, mediation and conflict resolution. • Delegating, evaluating, and supervising licensed instructional staff and managers assigned to diverse and multiple program areas and disciplines. • Organizing and presenting complex concepts, issues and ideas to the public, staff and 	



- member districts in an understandable manner.
- Interpreting, monitoring and developing processes along with implementing legislative changes and initiatives that may impact special education programs or services.
- Using computers and related software applications.
- 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.
- Dealing with children, staff, parents, administrators and other educational professionals over instructional and due process issues. Interactions require persuasion, negotiation, and management skills in resolving conflicts confronting the district.

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.

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

SECTION IV: 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:
 Prepared 4/2015 by BCC. Updated 5/2015.