



POSITION DESCRIPTION
WACONIA PUBLIC SCHOOLS

SECTION I: GENERAL INFORMATION

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| Position Title: Director of Special Education | Department: Special Services |
| Immediate Supervisor's Position Title: Superintendent | FLSA Status: Exempt |
| Job Summary: Under the direction of the Superintendent, the Director of Special Education has overall responsibilities for the administration of services to students within the programs of Special Education, ELL, Section 504, Assistive Technology, and School Health Services in accordance with all applicable state and federal laws, rules, and regulations. | |

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- **Special Services' Program Planning, Development, Implementation, and Management**
 - a) Serves as the instructional leader for special education and student support programs including ELL, Section 504, Assistive Technology, and School Health Services.
 - b) Establishes and monitors special services' programs including planning, implementing, and monitoring a continuum of special services to best meet student needs within the least restrictive setting as mandated by the Individual with Disabilities Education Act (IDEA), federal and state law.
 - c) Assures that students are not discriminated against in accordance with Section 504 of the Rehabilitation Act of 1973.
 - d) Develops and maintains program budgets and makes recommendations for areas of responsibility to the Superintendent and Director of Finance and Operations.
 - e) Oversees department's tuition billing processes, third-party billing, EDRS and PARs reporting processes and conducts other workload analyses.
 - f) Administers tuition programs including Southwest Metro Cooperative, transition services, and the care and treatment of all out-of-district students (regular and special education).
 - g) Provides day-to-day oversight of out-of-district special education students.
 - h) Arranges the transportation of students requiring special transportation.
 - i) Plans and implements systems for the evaluation of all programs administered.
- **Due Process Facilitation**
 - a) Oversees, manages and monitors due process procedures for students from the initial referral and assessment through services exit. Ensures adherence to special education due process procedures and maintains accuracy of student records.
 - b) Interprets and clarifies federal, state and district regulations and policies for special services' program staff.
 - c) Directly communicates with the Department of Children, Families and Learning, and legal counsel in regards to issues and concerns about IEP/IIIP development, service provision and due process procedures.
 - d) Facilitates IEP meetings when difficult situations arise. Provides information and support to parents and staff during conciliation and/or mediation process. Participates in mediation, conciliation conferences, and due process hearings.
 - e) Attends and provides consultation services during monthly departmental due process meetings.
- **General Administration**
 - a) Directs, develops, and implements special services' department programs and goals.
 - b) Acts in an advisory capacity to school board members and prepares policy regarding special services programs or

- elements at the request of the superintendent.
- c) Maintains regular contact with all district principals, assistant principals, state consultants in special education, directors of outside agencies and school programs, and works with outside professional service providers on matters of mutual interest.
- d) Facilitates special services' staff meetings designed to enhance staff sharing, communication, and problem-solving efforts and ensure effectiveness of student programs.
- e) Promotes community awareness of learning needs of students with disabilities through outside organizations.
- f) Prepares and submits required local, state and federal reports and data per program guidelines, requirements or regulations.
- g) Oversees school district's extended school year program including hiring, scheduling, and evaluation of staff.
- h) Serves as the district's Homeless Liaison Officer and 504 Coordinator for student issues.

• **Staffing, Supervision, Evaluation, and Staff Development**

- a) Makes recommendations to the Superintendent regarding department staffing needs and assignments.
- b) In collaboration with the building principal, recruits, screens, interviews and selects special services' licensed and non-licensed personnel.
- c) Directly supervises and evaluates licensed, itinerant and transition staff, and early childhood special education staff.
- d) Makes recommendations regarding the renewal and non-renewal of special services' licensed staff.
- e) Trains both special education and regular education staff in best practices and procedures of the school district.

- Performs other duties as assigned.
- Attends work regularly and punctually.

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: | | | |
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| 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 and/or related field. | |
| 1 year college | | 2 years college | |
| 3 years college | | 4 years college | |
| Bachelor's Degree | | Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: | |
| x | Master's Degree | <ul style="list-style-type: none"> • Laws, rules, statutes and guidelines related to special | |

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| | <p>Doctorate</p> | <p>education programming, due process and related requirements.</p> <ul style="list-style-type: none"> • Medical assistance requirements, eligibility requirements and service requirements. • Instructional strategies, concepts, principles, methods, practices and trends dealing with issues of child development, special education and instructional methods. • Resources, service alternatives and options available to children with special needs. • Fundamentals of staff leadership and coordination. • District administrative procedures and policies pertaining to school finance, personnel, purchasing and other administrative programs of the district. |
| <p>Required Work Experience in Addition to Formal Education/Training: Minimum of five (5) years teaching experience in special education.</p> | | |
| <p>LICENSE/ CERTIFICATION</p> | <p>Identify licenses/certification required upon hiring: Special Education Teaching and Director of Special Education Licenses issued by the Minnesota Department of Education.</p> | |

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| <p>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</p> | <p>Skilled in:</p> <ul style="list-style-type: none"> • Reading and interpreting documents such as federal and state reporting codes and requirements, procedure manuals, and special education forms; • Writing routine reports and correspondence for a variety of stakeholders; • Calculating figures and amounts including ratios, percentages, formulas, totals, and balance accounts. Ability to perform mathematical functions to process tuition billings, and create spreadsheets; • Leading, coordinating, monitoring, training and providing resources to personnel; • Planning, evaluating and implementing new or existing program changes; • Measuring and assessing techniques used in evaluating the effectiveness of special education and educational programming and educational outcomes; • Monitoring, documenting and maintaining student data and requirements needed for local, state or federal data reporting needs; • Interpreting and applying mandated laws, rules, regulations and guidelines consistent with the intent and purpose of the legislative requirements and district policies and procedures; • Providing support, resources and training to staff in instructional and due process issues; • Organizing and presenting complex concepts, issues and ideas to the public, staff and member districts in an understandable manner; • Speaking and communicating effectively and appropriately with parents, students, staff, administrators, providers, and educational professionals over instructional needs, curriculum, due process, services, concerns or problems of the student and/or district; • Using typical office productivity software and applications (Word, Excel, PowerPoint, FileMaker Pro, Email, etc.). |
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| RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS | | |
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| | Titles of Positions Directly Supervised | # of Employees |
| 1 | Special Education Manager | 1 |
| 2 | Health Services Manager | 1 |
| 3 | Learning Disabilities Teacher (Transition Program) | 1 |
| 4 | Work Experience Teacher (Transition Program) | 1 |
| 5 | Autism Teacher (District-wide) | 1 |
| 6 | School Social Worker | 1 |
| 7 | ECSE Speech-Language Pathologist | 2 |
| 8 | ECSE Coordinator (TOSA) | 1 |
| 9 | Administrative Assistant | 1 |
| TOTAL | | 10 |

| INDIRECT SUPERVISION: | |
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| Number of employees indirectly supervised Special Education Teachers and Educational Assistants | Total: 75 |

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| <p>HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i></p> | <p>Unusual or hazardous working conditions related to performance of duties:</p> <p>Duties are generally performed in an administrative/office/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable or stressful conditions involving human interactions.</p> |
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

| Employee is required to: | Never | 1-33% Occasionally | 34-66% Frequently | 66-100% Continuously |
|------------------------------------------------------------|--------------|---------------------------|--------------------------|-----------------------------|
| Stand | | x | | |
| Walk | | | x | |
| Sit | | | | x |
| Use hands dexterously (use fingers to handle, feel) | | | | x |
| Reach with hands and arms | | x | | |
| Climb or balance | x | | | |
| Stoop/kneel/crouch or crawl | x | | | |
| Talk or hear | | | | x |
| Taste or smell | x | | | |
| Physical (Lift & carry): up to 10 pounds | | x | | |
| up to 25 pounds | | x | | |
| up to 50 pounds | x | | | |
| up to 75 pounds | x | | | |
| up to 100 pounds | x | | | |
| more than 100 pounds | 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 twenty-five (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. Sedentary work involves sitting most of the time.

Classification History:

Description created by ISD 110 Human Resources 12/2013. Revised 3/2017. Revised 9/2020.