

DISTRICT 112 – THE SCHOOLS OF EASTERN CARVER COUNTY

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>Supervisor of Specialized Education Services</i>	Department / Building: <i>Specialized Education Services/District Education Center</i>
Reports to: <i>Executive Director of Specialized Education Services</i>	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: <i>C-5-2</i>	Bargaining/Work Unit: <i>Coordinator/Mgr/Supervisors</i>
Tier/Lane:	Position Last Updated: February 2026

SECTION II: JOB SUMMARY

Provides leadership, oversight, and supervision of B–22 specialized education services and programs to ensure high-quality instruction, compliance, and positive outcomes for students with disabilities.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Program Management Leadership
Percent of Time:	60	

Tasks involved in fulfilling the above duty/responsibility:

- Participate in recruitment and hiring of staff, including paras, teachers, and related services staff or educational services at home, non-public, and public school and community locations during regular school year and extended school year programs.
- Assist in planning, coordinating, implementing, and supervising a quality special education program within the policies, philosophy, and goals of Eastern Carver County Schools during the regular school year and extended school year (ESY).
- Facilitate development and implementation of individual program plans for students through the use of the Individualized Education Program (IEP).
- Serve as liaison to special education students served in settings outside ISD 112.
- Oversee implementation of Special Education technology systems and web-based IEP systems.
- Participate in data processing and information management activities related to required state and federal child count reporting.
- Project future needs and participate in planning activities related to the rapid growth of school district enrollment, making recommendations for staff, facilities, interagency agreements, and staffing to meet ever-changing needs during regular and extended school year.
- Coordinate team planning and requests for specialized transportation in a cooperative effort with the District Transportation Coordinator and contracted service providers.

Duty/Responsibility No:	2	Statement of duty/responsibility: <i>Compliance-Based Leadership</i>
Percent of Time:	20	

Tasks involved in fulfilling the above duty/responsibility:

- Foster relationships with parents in describing available District programs, developing creative plans, and assuring due process protections and procedural safeguards under IDEA and Minnesota Statutes.
- Participate in statewide and regional planning and informational meetings for Special Education.
- Maintain current knowledge regarding state and federal laws, rules, regulations, and best practices within special education.
- Participate in the district Third Party Billing committee to review practices, strengthen systems, and create guidance and training tools.

Duty/Responsibility No:	3	Statement of duty/responsibility: <i>Leadership for Quality Teaching and Learning</i>
Percent of Time:	20	

Tasks involved in fulfilling the above duty/responsibility:

- Supervise and evaluate teachers using district identified process and procedures.
- Provide instructional leadership and facilitate staff development in best practices related to assessment and evaluation, specialized instruction, intervention, parent communication, team-building, curriculum modification, interagency collaboration, and related technical skills.
- Communicate with the Executive Director in planning program and staff development activities, budget development and management, individual student and personnel issues, and ongoing best practices in Special Education.
- Provide leadership and facilitate collaboration with related service providers and low-incidence staff members.
- Conduct meetings with special education staff on relevant issues/topics

Other Duties as Assigned

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Excellent knowledge of MN laws/regulations that pertain to special education
- Excellent communication skills
- Ability to evaluate staff competencies in the provision of instruction and related services
- Good organizational skills
- Ability to work well with others
- Good oral and written communication skills
- Regular attendance
- Personal dependability
- Maintain attention to detail
- Confidentiality rights of students
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission, and belief statements of District112
- Knowledge of child development, developmental milestones, and parent/child interaction, learning theory
- Understanding of due process rights and procedural safeguards specific to MN Statutes and Federal law (IDEA) in special education and related services.

- Ability to complete data-based decision-making by utilizing a systematic approach to reporting and organizing information.
- Outstanding interpersonal communication skills, which will facilitate joint problem-solving and innovative planning
- Understanding of principles that underlie the financing of education and special education in the state of Minnesota, and the ability to project revenue and expenditure to facilitate program decision-making.
- Understand a variety of evidence-based instructional strategies
- Knowledge of interagency collaboration and agreements
- Understanding of the proposed Individual Interagency Intervention Plan, as well as community resources and county social services.
- Understanding of rules and regulations related to Special Education, and best practices in instruction and conflict resolution.
- Understanding of parent involvement in program decision-making and problem-solving.
- Knowledge of state and federal special education rules, regulations, and procedures
- Knowledge of the state testing program for students with disabilities

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Valid State of Minnesota License – Director of Special Education; Special Education Teacher licensure or related service provider license

SECTION VI: EXPERIENCE REQUIREMENTS

- Five (5) years of special education experience
- Three (3) years of previous administration experience in special education
- Program development and experience in evaluating teachers
- Proven success in working with students, parents, staff, and administrators
- Experience with continuous improvement and data management

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)			
Demands		Demands	Demands
Physical		Lifting/Carrying	Exposure to Environ. Conditions
Standing		Up to 10 pounds	Possible exposure to blood-borne pathogens through blood and/or body fluids
Walking		Up to 25 pounds	
Sitting		Up to 50 pounds	
Talking in person/on the phone		Up to 75 pounds	Toxic chemicals
Pushing/Pulling		Up to 100 pounds	Moving parts
Hearing		More than 100 pounds	Electrical shock risk
Feeling, grasping, finger dexterity		Noise Levels	Explosives
Climbing, balancing		Quiet (i.e. private office)	Fumes
Stooping (bend at waist)		Moderate noise (i.e. business office with typewriters/ printers, light traffic)	Extreme cold (non-weather)
Crouching, crawling, kneeling, Squatting			Loud noise (i.e. many children laughing & playing, large earth moving equipment)
Stretching/reaching with hands & Arms		Very loud noise (i.e. jack hammer, front row rock concert)	
Distinguishing smell			
Distinguishing temperature			Vision for close work/ability to adjust focus
Traveling by automobile			Looking at computer monitor
			Color vision (identify & distinguish colors)
			Peripheral, depth perception

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.