



CLASSIFICATION DESCRIPTION

TITLE: Supervisor Special Services

<u>Title of Immediate Supervisor:</u> Director of Special Services	<u>Department:</u> Special Services	<u>FLSA Status:</u> Exempt
<u>Accountable For (Job Titles):</u> Clerical Level C, Interagency Coordinator, ECSE Teacher		<u>Pay Grade Assignment:</u> Duluth District-Wide Instructional Administrators' Association, Appendix A, Weekly Salary Schedule, Employee Group A, II-A

General Summary or Purpose Of Job:

Plans, coordinates and supervises special education and related services, and facilitates interagency coordination of services for learners with disabilities in assigned programs and school sites, in compliance with State and federal laws and regulations.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FRE-QUENCY
1.	Program development: Supervises and evaluates assigned special education programs, including providing leadership and direction to staff. Designs and implements extended school-year services for eligible learners. Allocates resources to various school and programs, based upon special education needs of learners. Administers federal programs and other outside funded projects within special education programs. Negotiates and supervises contractual agreements with other agencies that provide special education and related services within assigned special education programs.	Daily 20%
2.	Parent, community and staff relations: Communicates with parents, school personnel, and representatives of outside agencies and organizations on special education issues. Serves on assigned District and interagency committees, such as the Interagency Early Intervention Committee, Community Transition Interagency Committee, and the Integrated Services Council. Serves as a member of the District Parent Advisory Council for Special Education. Participates as the administrative representative on the ECSE Program Site Council.	Daily 15%
3.	Selection and retention of special services personnel: Plans and recommends staffing requirements for special education and related services personnel, as needed. Screens, interviews and recommends certified and classified staff for employment, as needed. Provides for recruitment, mentorships and retention of special education personnel.	Daily 15%



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4.	Student services: Supervises the identification, evaluation, and program planning and review of children with disabilities. Facilitates and serves as the district representative in due process meetings.	Daily 15%
5.	Supervision and evaluation of staff: Provides orientation to new staff and substitutes, as well as ongoing staff development based upon identified needs. Evaluates personnel in accordance with District policies and procedures. Develops action plans to address employee performance issues, collaborating with other administrators when appropriate. In collaboration with building principals and other administrators, provides supervision and administrative support to various licensed and classified staff, including teachers, speech and language pathologists, social workers, school psychologists, occupational and physical therapists, audiologists, school nurses, child find specialists, special education assistants, Indian youth advocates, deaf and hard-of-hearing interpreters, and other licensed and paraprofessional staff.	Daily 15%
6.	Technical assistance and monitoring: Monitors day-to-day operations. Provides technical assistance and evaluates effectiveness of special education programs. Updates special education procedural handbooks in compliance with State and federal law. Interprets and monitors compliance with State and federal laws and regulations governing the education of learners with disabilities.	Daily 10%
7.	Reporting and budgeting: Prepares required special education reports and budget documents in assigned program areas. Budget areas include staff, program, project, supplies and equipment, and contracted services.	Weekly 5%
8.	Staff development: Provides in-services to staff regarding State and federal laws and District policies and procedures, as they relate to special education. Plans, organizes and implements staff development activities to address the needs of all staff.	Monthly 5%
9.	Performs other duties of a comparable level or type.	As required



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Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a minimum of a graduate degree in special education and at least three years teaching experience in special education, and one year of administrative or supervisory experience in special education; or an equivalent combination of education, training and/or experience necessary to successfully perform the essential functions of the work.

Certification or Licensing Requirements (prior to job entry):

Director of Special Education license issued by the Minnesota Department of Children, Families, and Learning

Knowledge Requirements:

Requires knowledge of:

- Evaluation, and instructional and curricular needs of learners with disabilities and research and current trends in special education and general education, early childhood through secondary.
- State and federal laws, regulations and rules that govern programs for learners with disabilities.
- Federal and state funding requirement and procedures for IDEA as well as outside funding sources.
- General policies and procedures related to personnel recruitment, selection/training and evaluation.

Skill Requirements:

Skilled in:

- Supervising the identification, evaluation and education of learners with disabilities.
- Directing and implementing a full continuum of special education services.
- Developing and managing special education budgets.
- Providing leadership in assigned areas of special education, including the ability to work cooperatively and communicate effectively with parents, District personnel, community agencies and the general public.
- Providing effective group facilitation and managing conflict resolution.



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Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit				√
Use hands dexterously (use fingers to handle, feel)		√		
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear				√
Taste and smell	√			
Lift & Carry: Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			
General Environmental Conditions:				
<p>Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.</p> <p>The typical noise level is considered to be moderate.</p>				
General Physical Conditions:				
<p>Work can be generally characterized as:</p> <p>Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.</p>				

Vision Requirements: Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		



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Job Classification History:

Classification reviewed and revised by Penn, Inc., Human Resource Management Consulting