

CLASSIFICATION DESCRIPTION



TITLE: Director of Special Services

<p><u>Title of Immediate Supervisor:</u> Superintendent</p>	<p><u>Department:</u> Special Services</p>	<p><u>FLSA Status:</u> Exempt</p>
<p><u>Accountable For (Job Titles):</u> Special Services Supervisor, Special Education Information Systems Supervisor, and Clerical Executive Assistant.</p>		<p><u>Pay Grade Assignment:</u> Education Directors Association, Annual Salary Schedule</p>

General Summary or Purpose Of Job:
<p>Establishes direction for and facilitates the implementation of the activities of the Department of Special Services. Provides leadership and management for all aspects of program and personnel. Coordinates Special Services programs and functions with district and school administrators and special education teachers for the purpose of implementing and maintaining services and/or programs. Ensures compliance with federal and State rules, mandates, and regulations in the delivery of special education services for children and students from birth through age 21 with a variety of disabilities and abilities. Oversees fiscal resources from the General Fund and special education grants, prepares budgets and directs spending, and monitors maintenance of effort, for the purpose of fiscal efficiency in providing required services. The Special Services programs include Special Education, Health Services, Alternative Programs, Residential Day Treatment, and the Juvenile Center. Special Education includes instructional and related services for to the 13 Minnesota categorical disability areas.</p>

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FRE-QUENCY
1.	<p>Directs the day-to day operations of the Department of Special Services involved in such activities as meeting with teachers on special assignment, monthly meetings with building special education staff, and weekly meetings with the Special Services Leadership Team. Manages and monitors educational, student, or program issues. Responds to parents’ formal and informal concerns. Responds to staff questions. On occasion, attends evaluation and IEP meetings. Identifies and addresses changing program and staffing needs as they occur.</p>	Daily 45%

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2.	Oversees the Special Services departmental budget by setting budget lines for all items. Monitors and adjusts the budget on a periodic basis.	Weekly 15%
3.	Functions as a contributing member of the Superintendent’s administrative team called the Cabinet. Assists in the leadership and management necessary for the effective functioning of the District.	Weekly 10%
4.	Oversees the development and implementation of administrative policies and procedures for the effective functioning of the department, including revising the Technical Support and Educational Services manual.	Daily 10%
5.	Ensures the recruitment and retention of qualified employees to meet the needs of the District’s students by reviewing applications, interviewing for certified staff, performing reference checks, and returning applicant ratings and ranking to the Human Resource Department. Observes and evaluates non-tenured and tenured special education teachers and related staff.	Monthly 10%
6.	Maintains current knowledge of legal and instructional developments. Attends in-services and stays current with special services research and legal findings.	Monthly 10%
7.	Performs other duties of a comparable level or type.	As required

Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)
 Requires a minimum of a graduate degree in educational administration or special education administration, and at least three years of special education teaching experience and one year of special education supervisory experience; 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):
 Special Education Director’s license issued by the Minnesota Department of Children, Families and Learning.

Knowledge Requirements:

Requires knowledge of:

- School finance and budgeting.
- School law, especially special education laws.
- Educational program options, such as different settings of programs on the least restrictive to the most restrictive continuum, including knowledge of different types of intervention curriculum specific to the disorder.
- Mentoring programs.
- Graduation rules, especially making determinations regarding which standards special education students can meet and those from which they are exempt.
- Culturally relevant interventions to ensure increased graduation rates
- Family-guided Routines Based Intervention (FGRBI)
- Technical Assistance Center on Social Emotional Intervention (TACSEI) Pyramid Model
- Multi-Tiered System of Supports (MTSS)

Skill Requirements:

Skilled in:

- Written, verbal and presentation communication skills.
- Management, organization and leadership.
- Appropriate mediation and conciliation skills to avoid litigation.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasional ly	34-66% Frequentl y	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:

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Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

The typical noise level is considered to be quiet.

General Physical Conditions:

Work can be generally characterized as:

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.

Vision Requirements: Check box if relevant	Yes	No
No special vision requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Close Vision (20 in. of less)	<input type="checkbox"/>	<input type="checkbox"/>
Distance Vision (20 ft. of more)	<input type="checkbox"/>	<input type="checkbox"/>
Color Vision	<input type="checkbox"/>	<input type="checkbox"/>
Depth Perception	<input type="checkbox"/>	<input type="checkbox"/>
Peripheral Vision	<input type="checkbox"/>	<input type="checkbox"/>

Job Classification History:

Classification reviewed and revised by Penn, Inc., Human Resource Management Consulting
HR: 05/2025