

POSITION DESCRIPTION

Position: **Special Education Facilitator**

Purpose: The role of the Special Education Facilitator is to provide empowering, innovative, and student-centered leadership to the special education team to ensure high-quality implementation of special education services. The Special Education Facilitator supports the special education team in collaboratively developing systems and programming that meet individual student needs; builds staff capacity through problem-solving, coaching, and professional learning; strengthens communication between various site teams; and serves as a liaison between building staff and the Special Services district administrative team. The Special Education Facilitator is a member of the district-wide Special Education Facilitator Team and serves as a teacher-leader.

Primary Customers:

Internal: Students served through Special Education; Licensed teachers and support staff; Building and District administrators

External: Parents, Community

Position Qualifications: Education/Certification:

- Bachelor's degree from an accredited college/university, Master's Degree preferred
- Current Minnesota Teaching License in Special Education or related field

Experience:

- Minimum of three years of successful experience working in special education
- Extensive knowledge of special education due process, timelines, and compliance requirements
- Experience facilitating IEP meetings and navigating complex requests and situations
- Knowledge of special education evaluation process and individualized instructional planning
- Knowledge of curricular and instructional options to support academic, functional, and social-emotional learning
- Uses data effectively to design strong instructional matches that support both academic and social-emotional learning. Demonstrates knowledge of curricular and instructional strategies that promote students' academic, functional, and social-emotional growth.

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- Experience with positive behavioral interventions and social-emotional learning strategies
- Experience leading adults, facilitating meetings, or supporting collaborative team processes
- Ability to evaluate special education programs using data-driven assessment to ensure services meet student needs and IEP goals

Qualifications:

- Demonstrated knowledge of MN content standards
- Deep knowledge of and experience in:
 - Utilizing innovative instructional strategies, creating conditions conducive to learning
 - Applying data-based decision-making to instructional planning and implementation
- Effective cross-cultural communication and collaboration
- Coaching, facilitating, and leading adult learners
- Navigating complex problem-solving and difficult conversations with students, parents/guardians/caregivers, and district staff
- Supporting equitable access to instruction and services
- Outstanding presentation and facilitation skills
- Demonstrated ability to communicate in a professional manner in both spoken and written forms
- Strengths in organization and prioritization to complete tasks on time
- Demonstrated systems-thinking capacity, including the ability to analyze interconnected instructional, compliance, staffing, and operational factors; identify root causes rather than isolated issues; and design sustainable, aligned solutions that improve outcomes for students and staff across the organization
- Demonstrated ability to build trust and to function as a positive and collaborative team leader
- Demonstrated knowledge and expertise in creating equitable learning opportunities and engaging in culturally responsive practices
- Maintain confidentiality with sensitive information
- Experience with a range of technological tools that support department growth

All positions are designed to support the **MISSION** of the Eden Prairie School district:
Inspiring Each Student Every day.

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Essential Responsibilities:

1. Ensure high-quality implementation of special education services and maintain accurate records of due process requirements.
Result: Students served receive evidence-based instruction and services aligned to IEP goals, MN content standards, and district expectations, and due process requirements are consistently met.
2. Facilitate and grow building-level systems to support accurate and timely completion of evaluations, IEPs, and required documentation. Provide guidance and support to special education teachers and paraprofessionals in meeting compliance and instructional expectations.
Result: Staff demonstrates clarity and confidence in fulfilling due process responsibilities and delivering high-quality, individualized instruction.
3. Provide facilitative leadership to the special education team, including organizing and leading team meetings, supporting collaborative problem-solving, coordinating schedules and caseloads in partnership with administration, and strengthening communication between general and special education staff.
Result: Special education services are coordinated, student-centered, and aligned across teams to maximize student growth.
4. Serve as a resource and liaison for building administrators and instructional staff to build understanding of special education requirements, Least Restrictive Environment practices, and best instructional practices. Represent building needs and ideas at district-level meetings.
Result: Building-level practices align with district expectations, and students with disabilities experience equitable access to learning opportunities.
5. Support staff capacity-building through modeling, feedback, facilitation of professional learning, onboarding of new staff, and collaborative review of student outcome data.
Result: Special education staff grows in instructional expertise, compliance accuracy, and collaborative practice.
6. Support facilitation of complex meetings, including IEP meetings, manifestation determination meetings, and problem-solving meetings.
Result: Meetings are well-organized and focused on student outcomes.
7. Coordinate paraprofessional schedules and instructional assignments in collaboration with administration; support substitute planning; facilitate effective use of assigned space and resources; and maintain collegial relationships with teachers, paraprofessionals, and

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administrators.

Result: Resources and personnel are organized to effectively meet student needs and support building operations.

8. Build strong relationships with key stakeholders and facilitate partnerships at the site and district level to accomplish strategic goals.

Result: Communication between departments is clear, focused, and productive to support site and district initiatives.

9. Other duties as assigned.

Standard Measures of Accomplishment:

1. Services and programming are implemented effectively to personalize learning and ensure each student served meets district expectations across all special education settings.
2. Due process timelines and documentation requirements are consistently met with accuracy and integrity.
3. Building-level special education systems are coordinated and aligned with district expectations.
4. The district-wide work of Special Services in special education is effectively supported at the building sites.

This job description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor.

Terms of Employment:

Classification Number: EPEA
Hours/Week: 40
Days/Year (per contract): 185 days/year

*Hours and days of service are established by the school district and are subject to change according to district need.

Working conditions are determined by written contract between the EPEA bargaining unit and the Eden Prairie School District.

Evaluation:

The district's performance improvement process will be implemented with the supervisor.