

IASC Special Education Program Consultant

Position Title: Special Education Program Consultant

Organization: Itasca Area Schools Collaborative

Reports To: Director of Special Education

Position Purpose

The Special Education Program Consultant provides leadership, consultation, and technical assistance across member districts within the cooperative in all areas and settings of Special Education. This position focuses on building district capacity, supporting high-quality, evidence-based programming, and ensuring consistent implementation of best practices across multiple sites. The Consultant partners with district teams, families, and cooperative staff to improve outcomes for students with diverse learning and behavioral needs while ensuring compliance with Minnesota and federal special education requirements.

Essential Duties and Responsibilities

Cooperative-Wide Program Leadership

- Provide leadership in the development, alignment, and continuous improvement of programming for students across member districts.
- Support districts in designing and implementing a continuum of services, including resource, center-based, and inclusive programming.
- Assist in evaluating program effectiveness and making recommendations for systemic improvements.
- Collaborate with the Director to identify trends, needs, and strategic priorities across the cooperative.

District Consultation & Student Support

- Serve as a consultant to IEP teams across member districts to support development of appropriate goals, services, and supports.
- Provide expertise in sensory processing, executive functioning, motor coordination, and social-emotional/behavioral needs.
- Assist teams in problem-solving complex student cases and supporting students who may be at risk of more restrictive placements.
- Support transitions across grade levels, buildings, districts, and into postsecondary environments.

Behavioral Systems & Intervention

- Provide guidance and support for Functional Behavioral Assessments (FBAs).
- Support development and implementation of Positive Behavioral Support Plans (PBSP).
- Assist in developing consistent, cooperative-wide approaches to behavior support and crisis response.
- Collaborate with case managers, school psychologists and related service providers to ensure aligned practices.

Coaching, Training & Capacity Building

- Provide coaching to special education teachers, paraprofessionals, and general education staff across multiple districts.
- Model instructional and behavioral strategies within classrooms and programs.
- Design and deliver professional development aligned to cooperative priorities (ASD, DCD, behavior, sensory supports, inclusive practices).
- Support onboarding and mentoring of new special education staff within member districts.
- Support and assist evaluation teams in understanding eligibility criteria related to ASD, OHD, DCD, and EBD.

Collaboration & Partnerships

- Build strong working relationships with member district administrators, special education leaders, and school teams.
- Serve as a liaison between the cooperative and districts to ensure responsive, consistent support.
- Engage and support families as partners in the educational process when needed.
- Coordinate with outside agencies, service providers, and community partners.

Qualifications

Education & Licensure:

- Master's degree in Special Education preferred.
- Valid Minnesota teaching license in Special Education; ASD, EBD, or DCD preferred.

Experience:

- Minimum of 3–5 years of experience in special education.
- Demonstrated expertise in the areas of ASD, DCD, EBD and effective programming.
- Experience coaching adults and providing professional development is strongly preferred.

Knowledge, Skills, and Abilities:

- Strong knowledge of evidence-based practices for Special Education programming.
 - Ability to support systems-level implementation across diverse district contexts.
 - Strong facilitation, communication, and relationship-building skills.
 - Ability to manage competing priorities and travel between districts effectively.
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Working Conditions

- Frequent travel between member districts within the cooperative.
 - Flexibility to respond to district needs, including on-site support for complex situations.
 - Ability to assist in crisis situations and support behavioral interventions as needed.
 - Regular interaction with students exhibiting a wide range of academic, behavioral, and sensory needs.
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Additional Expectations

- Demonstrates commitment to equitable access and inclusive practices across all member districts.
- Maintains confidentiality and professionalism in all settings.
- Engages in ongoing professional learning and contributes to cooperative-wide initiatives.
- Supports a collaborative, service-oriented approach aligned with the cooperative's mission and values.

Duty Days

- 181 days +20 days during the summer