

SECTION I: GENERAL INFORMATION

Position Title: Early Childhood Special Education Service Provider	Department: Student Services
Immediate Supervisor's Position Title: Executive Director of Student Services	FLSA Status Exempt
Salary Range: \$46,744 to \$107,076 Annually	

General Summary of Purpose of Job:

As an Early Childhood Special Education service provider, specializing in early intervention services for eligible children, you will play a crucial role in supporting families and children with diverse developmental needs. Your primary responsibility will be to create positive and nurturing relationships with families that help to foster the developmental growth of each child. Your role will follow all due process requirements under the Individual with Disabilities Education Act (IDEA) and Minnesota state statutes. This position works collaboratively with staff, families, and community partners.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duty No.	Essential Duties
1.	Provides direct and indirect instructional services to infants and toddlers, ages birth through two years 11 months, and/or their families as specified within each learner's Individual Family Service Plan (IFSP).
2.	Provides direct and indirect instructional services to infants and toddlers, ages birth through two years 11 months, and/or their families as specified within each learner's Individual Family Service Plan (IFSP).
3.	Foster open and supportive communication with parents, guardians, and other stakeholders regarding family's priorities and needs.
4.	Assists, as a member of the multidisciplinary team, in developing child and family outcomes.
5.	Prepares and maintains an efficient schedule for delivery of all responsibilities in early intervention.
6.	Acts as service coordinator and works cooperatively with special education staff, families, and other service providers.
7.	Assures compliance with special education procedural requirements and due process timelines.
8.	Participates in professional development activities to enhance your skills and knowledge.
9.	Performs other duties as assigned.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required to perform adequately in position could reasonably be attained only by completing the following:

X	<ul style="list-style-type: none"> ● Valid Minnesota teaching license in any of the following areas: <ul style="list-style-type: none"> ○ Early Childhood Special Education; or ○ Authorization for the district to complete an Out of Field Permission (OFP) request; or ○ Ability to meet the Tier 1 or Tier 2 PELSB license guidelines
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LICENSE/CERTIFICATION: (Identify licenses/certification required upon hiring:

- Valid Minnesota Teaching License **or** five (5) or more years of teaching experience

Licensure Requirement (State Law):
 In accordance with Minnesota Statutes, section 122A.261, educators working in public preschool, School Readiness, and Voluntary Prekindergarten (VPK) programs within school districts and charter schools are required to hold a valid Minnesota teaching license by July 1, 2028.

Educators with five (5) or more years of relevant teaching experience prior to September 2028 may qualify for an exemption under this law.

ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO PERFORM THE WORK

Knowledge

- Current Minnesota Teacher licensure in Special Education.
- Excellent communication skills with families, students and staff.
- Sensitivity and compassion for the needs and issues for families and students with disabilities

Skills

- Effective written and verbal communication skills
- Strong organizational and presentation skills
- Strong skills in differentiated instruction
- Skills in behavior management and classroom management
- Skills in data-driven decision making
- Skills in technology integration
- Demonstrated leadership skills

Abilities

- Ability to work collaboratively and cooperatively with administrators, teachers, staff, and students
- Ability to meet the instructional needs of a diverse group of students
- Ability to promote strong student learning outcomes
- Ability to develop and maintain positive professional relationships
- Ability to analyze, prioritize, and implement plans in a timely and professional manner
- Commitment to professional development and continuous growth
- Demonstrated prompt, regular, and reliable attendance

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

General Environmental Conditions:

Work is performed under normal classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work. The typical noise level is considered to be moderate.

General Physical Conditions:

Work can be generally characterized as:

Work is generally characterized as **Light to Medium Work**, requiring frequent standing, walking, bending, reaching, and kneeling. The position involves occasional lifting, carrying, pushing, or pulling of materials and equipment, and may include lifting children or assisting with mobility, generally up to 30–40 pounds. The role requires active engagement in classroom, play, and care routines throughout the day.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS:
N/A

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature – Human Resources

Date

Job Classification History:

Prepared by AT 4/2/26

Reviewed/updated:

Reviewed/updated: