



JOB DESCRIPTION

JOB TITLE

Online Special Education Teacher

FTE/HOUR ALLOTMENT

1.0 FTE (40 hours per week)

REPORTING STRUCTURE

Reports to: Special Education Coordinator

MISSION ALIGNMENT

Our Mission: To grow environmentally literate, community-impacting learners of excellence.

Our Vision: CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.

DEPARTMENT/PROGRAM

Crosslake Community School Online Program

JOB SUMMARY/PURPOSE

The Online Special Education Teacher ensures that students with disabilities receive individualized, high-quality instruction and support that meets their unique learning needs in a virtual environment. This role is essential in developing and implementing Individualized Education Programs (IEPs), ensuring compliance with state and federal regulations, and fostering academic and social-emotional growth. As a key member of the student support team, the Special Education Teacher collaborates with families, general education teachers, and service providers to create inclusive, accessible learning experiences. This position directly supports the school's mission to provide equitable and personalized education for all learners.

STRATEGIC ALIGNMENT & EXPERIENCE IMPACT

This position supports our strategic directions and contributes to creating positive daily experiences by:

- **For Students:**
 - Providing engaging, standards-aligned instruction that meets the needs of diverse learners and promotes academic growth
 - Creating a supportive, respectful online learning environment where students feel valued and motivated to succeed
- **For Staff & Community:**
 - Collaborating with colleagues to align curriculum, share best practices, and support cross-curricular integration
 - Maintaining open, consistent communication with families and contributing to a positive, mission-driven school culture

ESSENTIAL DUTIES AND RESPONSIBILITIES

- **Develop and implement compliant, student-centered IEPs** aligned with Minnesota state and federal guidelines to support academic, behavioral, and functional outcomes.
- **Coordinate and conduct Part B evaluations** (initial and triennial), including assessments, data analysis, and collaboration with the multidisciplinary team to determine eligibility and service needs.
- **Provide individualized, research-based specialized instruction** in math, reading, writing, behavior, social skills, or other IEP goals through synchronous and asynchronous formats.
- **Lead and participate in IEP meetings, child study meetings, and parent conferences**, ensuring stakeholder voices are heard and legal timelines are met.
- **Monitor and evaluate student progress** using ongoing data collection and progress monitoring tools; adjust instruction and services based on data and student needs.

- **Collaborate with general education teachers, related service providers (e.g., OT, PT, SLP, DAPE), and educational assistants** to ensure services and supports are integrated into the online learning environment.
- **Manage accurate documentation** including IEPs, progress reports, evaluation reports, due process paperwork, and service logs in compliance with state and federal requirements.
- **Communicate regularly with families and caregivers**, providing guidance, updates, and strategies to support learning at home; educate families on their rights and how to support their child's growth.
- **Create and maintain an engaging and accessible virtual classroom** that incorporates a variety of teaching methods, materials, and assistive technologies to support diverse learning styles.
- **Communicate needs to the paraprofessionals**, ensuring they understand student needs and are effectively implementing supports and accommodations.
- **Coordinate student schedules** to ensure timely access to special education services, including speech-language services and EA support, and help students arrive on time to synchronous sessions.
- **Contribute to school culture and community building by actively serving on at least one club or committee**, supporting student engagement, staff collaboration, or school-wide initiatives.
- **Lead and collaborate on student transitions** between settings or grade levels to ensure continuity of services and supports.
- **Participate in MTSS and Child Study meetings** to provide input on data-based interventions, ensure appropriate referrals, and align support services across tiers.
- **Promote a positive online school culture** by modeling professional behavior, maintaining confidentiality, and fostering inclusion and respect for all students.
- **Engage in professional development** to stay current with special education law, best practices, instructional strategies, and virtual teaching tools.
- **Assist in developing behavior intervention plans, social stories, and data tracking tools**, supporting students with behavioral or emotional needs in the online setting.
- **Perform other duties as assigned** by administration or student services leadership in alignment with the school's mission and strategic goals.

CORE VALUES DEMONSTRATED IN THIS ROLE

This position demonstrates our core values through:

- **Respect:** Building trusting relationships with students, families, and colleagues by honoring diverse perspectives and creating a safe, inclusive learning environment.
- **Excellence:** Delivering high-quality, data-informed instruction that challenges students to reach their full academic potential.
- **Learning:** Continuously seeking professional growth and applying new strategies to meet the evolving needs of learners.

- **Integrity:** Upholding high ethical standards by maintaining confidentiality, following school policies, following through on commitments, and modeling professionalism.
- **Community:** Actively collaborating with staff, students, and families to support a shared mission and foster a connected, supportive school culture.

REQUIRED QUALIFICATIONS

- **Education:**
 - Bachelor's degree in Special Education or a related field
 - Current Minnesota teaching license in EBD/SLD or ABS
- **Experience:**
 - Minimum of 1 year of experience teaching, advising, or working with youth with disabilities in an educational or advocacy setting
 - Experience in due process procedures including conducting evaluations, writing IEP's, monitoring progress, and facilitating meetings.
- **Knowledge/Skills:**
 - Strong understanding of Minnesota academic standards
 - Effective instructional planning
 - Ability to prioritize, stay organized, and manage multiple tasks independently and collaboratively
 - Ability to develop and implement individualized education plans (IEPs).
- **Technology Proficiency:**
 - Demonstrated fluency with educational technology tools including Google Workspace (Docs, Meet, Drive, Calendar), Microsoft Office (Word, Excel, PowerPoint), and learning management systems (LMS).
 - Ability to integrate technology creatively and effectively into instruction and school operations, with a growth mindset toward emerging tools and practices, including AI.
 - Knowledge of assistive technology and adaptive teaching strategies.
- **Personal attributes:**
 - Commitment to environmental education and making a positive community impact
 - Excellent verbal and written communication skills
 - Demonstrated ability to communicate effectively across multiple modalities, including virtual one-on-one meetings with students (a core expectation), as well as through phone calls, email, chat, and optional group virtual instruction.
 - Must be responsive, approachable, and committed to fostering strong connections in a fully online learning environment.
 - Professionalism, adaptability, and a student-centered mindset

PREFERRED QUALIFICATIONS

- Experience teaching in an online or blended learning environment
- Experience using Sped Forms special education software
- Willingness to participate in or lead extracurricular activities or school events

- Experience with educational technology integration and innovation, digital instructional design, or AI-informed teaching practices.

WORKING CONDITIONS

- Remote work environment with a typical 8-hour workday
- Standard office hours are 10:00 AM–2:00 PM; remaining hours are flexible based on duties
- Annual schedule includes 175 workdays (prorated based on start date), including school and professional development days
- Frequent sitting and hand use (e.g., typing, computer work) required
- Occasional standing, walking, reaching, and crouching
- Must be able to talk and hear effectively to support virtual instruction and communication
- Occasionally required to lift and carry materials up to 25 lbs
- Occasional travel may be required for in-person collaboration or training
- Requires strong organization, independent time management, and the ability to collaborate virtually with staff and leadership

TERMS OF EMPLOYMENT

- **Agreement:** 10 month, 175 days
- **Schedule:** 8 hours per day; general business hours are 7:45 a.m. to 3:45 p.m. with flexibility as needed
- **Position Type:** Remote
- **Technology Requirements:** Must maintain and regularly update Google Calendar as the school uses Google Workspace
- **Meeting Requirements:** Must attend all required weekly meetings including department, MTSS and full staff meetings
- **Delegation Structure:** Required to establish and maintain a clear delegation structure for the Online School during any absences
- **Salary Range:** Based on current Teacher Salary Grid
- **Benefits:** Comprehensive benefits package including health insurance, retirement, and paid time off

DISCLAIMER

This position description accurately reflects the primary duties, responsibilities, and requirements of the role. It does not exclude other assigned duties not mentioned above. CCS is an equal opportunity employer committed to building an inclusive community of educators.

If interested, please send a resume and letter of interest to hiring@crosslakekids.org.

APPROVAL SIGNATURES

Position Description Creator: _____ Date: _____

Immediate Supervisor Approval: _____ Date: _____

Human Resources Review: _____ Date: _____

Board Approved _____ Date: _____

environmentally  literate learners