

Teacher – Special Education

- QUALIFICATIONS:**
1. Valid Kansas license at the appropriate level with applicable endorsement(s).
 2. “Highly qualified” status according to KSDE and federal regulations
 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Director of Special Education and Building Principals

SUPERVISES: Students assigned to caseload and paraeducators, if assigned.

JOB GOAL: To provide an effective program of instruction to students with exceptional needs, based on the individual needs and capabilities of the students assigned.

PERFORMANCE RESPONSIBILITIES:

The Special Education teacher fulfills responsibilities as listed in the Russell County USD 407 *Classroom Teacher* job description, as well as the following performance responsibilities specific to the *Special Education Teacher*:

1. Maintains current knowledge of special education laws and regulations.
2. Maintains strict confidentiality of student information and records, in accordance with accepted professional ethics, and state and federal laws.
3. Ensures the implementation of all federal and state statutes, regulations, policies and procedures for special education.
4. Maintains all appropriate student records for reporting purposes to local, state and federal agencies.
5. Performs accurate and relevant assessment of student learning needs for eligibility decisions and educational programming.
6. Prepares written evaluation reports that provide accurate data; interpretation of findings in a manner understandable by parents, general education staff, and outside agencies; and specific recommendations for academic and/or behavioral interventions, based on analysis of evaluation data and student observation.
7. Acts as team leader/case manager in the special education process to determine appropriate placement and services for assigned students with disabilities or giftedness.
8. Works in a problem-solving manner with other staff and parents to develop programs that support student growth and success.
9. Works collaboratively with special education and general education staff, jointly and individually, to develop student programs, based on the student’s unique instructional and behavioral needs.
10. Maintains current and accurate Individual Education Plans.
11. Provides consultation/collaboration, educational assistance, and resources to regular classroom teachers, special education teams, and administration.
12. Assists general education teachers in the development and implementation of curricular modifications and accommodations.
13. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
14. Provides individualized academic instruction to students, based on district adopted curriculum.
15. Prepares for classes assigned, and shows written evidence of preparation, upon request of the administration.
16. Works with students with disabilities or giftedness on IEP goals and objectives and evaluates student progress through continuous progress monitoring.

17. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
18. Establishes and maintains appropriate behavioral management systems for students with behavioral intervention needs.
19. Completes annual Crisis Intervention Team and Emergency Safety Intervention trainings. (teachers of students with disabilities)
20. Monitors and charts the instructional and/or behavioral progress of students.
21. Communicates effectively with administrators, parents, staff, and community agencies with regard to student progress/needs.
22. Maintains appropriate work habits, including regular and punctual attendance; timely submission of required reports; and, participates in staff, department, and committee/team meetings.
23. Supervises and trains assigned special education paraeducators.
24. Assists in developing student schedules, as requested by administrator, to facilitate inclusionary practices.
25. Facilitates and administers appropriate state and local assessments for students with disabilities.
26. Maintains cooperative working relationships with parents, students, school personnel, and community agencies.
27. Works cooperatively with Part C (Birth to age 2) agencies in the evaluation and transition of children with disabilities to the Part B program. (for special education teachers with pre-kindergarten assignments)
28. Plans and implements postsecondary transition services for students with disabilities age 14 and older. (for special education teachers serving students with disabilities who will be 14 or older during the IEP year)
29. Performs related work, as assigned.

PHYSICAL REQUIREMENTS OF THE JOB: An X indicates it is a requirement.

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| _____ | 1. Very rarely requires exertion beyond walking. |
| _____ | 2. Very rarely requires physical exertion beyond walking or climbing stairs. |
| <u> X </u> | 3. Requires prolonged (over 50% of the time) standing and walking. |
| <u> X </u> | 4. Requires prolonged (over 75% of the time) standing and walking. |
| <u> X </u> | 5. Occasionally requires physical exertion to manually move, lift, carry, pull, or push heavy* objects or materials. |
| _____ | 6. Frequently (over 20% of the time), requires physical exertion to manually move, lift, carry, or push heavy* objects or materials. |
| _____ | 7. Frequently (over 33% of the time), requires physical exertion to manually move, lift, carry, or push heavy* objects or materials. |
| _____ | 8. Over 50% of the time, requires physical exertion to manually move, lift, carry, or push heavy* objects or materials. |
| _____ | 9. In addition to items 5, 6, 7, or 8, occasionally requires physical exertion to manually move, lift, carry, or push heavy objects weighing more than 50 pounds. |
| <u> X </u> | 10. Driving skills and physical ability required to drive vehicle. |

*Note: * "heavy" means not over 50 pounds*

I have reviewed this job description and will fulfill the duties described.

Signature

Date

An Equal Employment/Educational Opportunity Agency

Unified School District 407 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning Unified School District 407 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District 407 Superintendent, 802 N. Main, Russell, Kansas 67665, 785-483-2173.

(BOE Adoption: 5/13/2013)

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