



SECTION 3211
CATEGORY Educational Services
SUB-CATEGORY Learning Disabilities Teacher – Consultant

QUALIFICATIONS:

1. New Jersey State Certification with appropriate endorsements.
2. Exceptional writing, oral, interpersonal, and analytical skills.
3. Knowledge of applicable laws, regulations, and procedures.
4. Knowledge of laws and regulations governing special education.
5. Ability to effectively assess student learning characteristics, design appropriate instructional strategies, and plan educational programs.
6. Required criminal history check and proof of US citizenship or legal alien status.
7. Such alternative or additional qualifications as the Superintendent or Board of Education may deem appropriate.

REPORTING RESPONSIBILITIES

The Learning Disabilities Teacher – Consultant (LDT-C) reports to the Supervisor. He or she works in collaboration with Building Administrators, Assistant Superintendents, and the Superintendent, as appropriate.

SUPERVISORY RESPONSIBILITY AND AUTHORITY

The Learning Disabilities Teacher – Consultant shall maintain line and staff authority in accordance with the Board of Education approved District Organizational Chart.

JOB GOAL

The Learning Disabilities Teacher – Consultant, in accordance with Board policy and New Jersey Statute and guided by the Board-approved curriculum and goals as well as the administrative rules of the Superintendent, the Assistant Superintendents, and the Supervisors, is responsible for supporting assigned students.

TERMS OF EMPLOYMENT

Contract consistent with the agreement negotiated with the applicable bargaining unit.

PERSONAL EVALUATION

The Learning Disabilities Teacher – Consultant shall be evaluated in writing in line with state requirements and Board of Education policy and regulation by any of the following or combination of the



following: Building Administrator(s), Supervisor(s), the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Personnel, the Assistant Superintendent for Special Services, and/or the Superintendent, at least twice a year if tenured and at least three times a year if non-tenured. The evaluation shall be based in part on the performance of the responsibilities indicated in this position description.

PERFORMANCE RESPONSIBILITIES

I. Observation, Evaluation and Assessment of Students

1. Prepares an educational evaluation by:
 - a. Uses observation, conferences with instructional staff, and various assessment techniques to make diagnostic evaluations of individual students in terms of academic performance and perceptual problems which may manifest themselves in the school setting. (as per N.J.A.C. 6:28)
 - b. Shares findings in writing and orally with appropriate staff members as well as parents or guardians in order to provide the necessary interventions and programs.
 - c. Ensures that the instructional program for the student addresses the state standards as well as any identified accommodations.
 - d. Ensures the IEP specifies the performance levels in the standards for which the student is expected to demonstrate competency. (as per N.J.A.C. 6A:14)
 - e. Collaborates with Child Study Team (CST) members to monitor and evaluate the educational program of the student with special learning needs, both in and out of the district, through observations, review of school records, staff conferences, and written observation reports to determine the appropriateness of the educational program for the student's development and makes recommendations for change, where indicated.
 - f. Serves as the liaison between the student and other professionals providing services (*i.e.*, other CST members, school counselors, teachers, specialists, administrators, and medical personnel) to provide effective communication and a coordinated educational program for the student.
 - g. Reviews the educational history and work samples for the student as well as conducts student interviews, as appropriate.
 - h. Develops and maintains appropriate written reports and records.
2. Participates as a member of the Child Study Team (CST) in decision regarding classification, recommended placement, special educational programs, and related services.
3. Collaborates with the CST members to coordinate, develop, monitor, and evaluate the effectiveness of the Individual Educational Program (IEP).
4. Assumes responsibility for developing specified areas of the IEP when it focuses on the LDT-C's professional area by identifying objectives, designing instructional strategies, and recommending materials tailored to the needs of the specific student.
5. Observes students in special education classes and/or other settings during the school day on an ongoing basis.
6. Performs follow-up activities and consultation as part of the CST services.

II. Interaction with Students, Parents, School and Community

1. Maintains an ongoing relationship with the parent or guardian for the purpose of sharing information regarding educational planning and programming for the student and assisting the family in utilizing appropriate community resources.
2. Assists the instructional staff through conferences, consultations, observations, and demonstrations with classroom organization and the implementation of effective instructional



strategies and materials for students.

3. Provides academic counseling in individual and group settings for students as well as consults with parents or guardians and school personnel who work with the student.
4. Serves as a case manager (as per N.J.A.C.6A:14), as assigned, and maintains appropriate case records.
5. Maintains the confidentiality of sensitive information in student files.
6. Works with the administrative staff to facilitate the implementation of educational programs for students within the school or district.
7. Performs all duties required as a member of the Child Study Team and complies with the procedures and protocol outlined in administrative code, state and federal laws, Board policy and the Office of Special Services.

III. Professional Development

1. Utilizes the evaluation process for self-reflection and personal growth.
2. Maintains and improves professional competence by keeping abreast of current developments, new trends, and contemporary interpretations within and beyond the role of the CST member.
3. Utilizes technology relevant to the position of case manager in the LDT-C role.
4. Participates in articulation between the primary, intermediate, middle, and high school programs.
5. Attends district-sponsored professional development opportunities.
6. Participates in building and department meetings.
7. Serves on committees related to the position.
8. Seeks professional development opportunities outside of the school district for areas of professional interest or need.
9. Maintains all required or mandated training programs and updates related to the position.

IV. District/Building Procedures

1. Follows policy and procedures related to school safety practices.
2. Monitors administration of assessments to ensure that students are following procedures as outlined as well as maintaining security and confidentiality for all assessments.
3. Implements guidelines and procedures as outlined for school trips and other functions off school grounds.
4. Attends special events held to recognize student achievement, and school-sponsored activities, functions, and events connected to the position.
5. Implements Board policy as outlined.

V. Communication

1. Maintains parent/guardian communication in accordance with district policy and building protocol.
2. Attends meetings at the department, school, and district levels.
3. Works closely with administrators and guidance department staff regarding student scheduling problems, changes, and student progress.
4. Communicates concerns to the appropriate administrator.

VI. Other Duties

1. Maintains confidentiality in all areas of the assignment.
2. Assumes other duties and responsibilities incidental to the office or as assigned by the Superintendent of Schools.
3. Adheres to all district policies and regulations, including but not limited to:
 - a. Teaching Staff Member/School District Reporting Responsibilities – 3159
 - b. Physical Examination – 3160



- c. Substance Abuse – 3218
- d. Electronic Communications between Teaching Staff Members and Students – 3283
- e. Sexual Harassment – 3362

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Adopted: 2019 December 17