

**St. Helens School District
St. Helens, OR**



Job Description

Special Education Teacher

Reports To: Building Administrator

FLSA Status: Non-Exempt

JOB SUMMARY

As a Special Education Teacher, the employee may teach in a variety of elementary and/or secondary educational settings which include but are not limited to Inclusionary Settings, Resource Room, Structured Learning Center (intense academic and adaptive support), Social Emotional Learning Center (behavior support) or Supported Educational Program (Life Skills).

The primary responsibility shall include the Special Education Teacher planning for student success based on the assessed needs of individual students and the use of data and information to determine each student's skill level, set student learning goals and assess student progress. As part of the planning process, the teacher leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP).

In addition, the teacher may assist a general education classroom teacher with the selection of appropriate curricula or provide guidance on the appropriate accommodations and modifications required to support the students' access to the general education curriculum. The teacher will collaborate with team members and support the development, implementation and review of appropriate behavior plans or safety plans. The teacher will also provide guidance and oversight to the para-professionals that support the program. The Special Education Teacher is responsible for development, implementation and monitoring of successful student outcomes.

Finally, the Special Education Teacher will assist the school district in carrying out the requirements of the special education programs as required by State and Federal law through Child Find, Evaluation, and Identification, ensuring students with disabilities receive a Free and Appropriate Education to enable students to benefit from their educational experience.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

The competent teacher will:

1. Provide direct instruction and related services to students with disabilities addressing the targeted needs as identified in the IEP.

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2. Provide student IEP accommodations, modifications, and/or statewide testing accessibility supports as determined by the IEP to general education teachers.
3. Provide ongoing teacher support through collaboration regarding student needs.
4. Provides special education expertise during the Child Study Team Meetings by providing recommendations on tiered support interventions, asking questions regarding barriers to student success or supporting recommendations for Child Find when tiered interventions have proven unsuccessful
5. Works with the special education evaluation team to support evaluation and identification of students who meet eligibility criteria for Intellectual Disability, Deaf or Hard of Hearing, Deaf/Blindness, Blind or Visually Impaired, Communication Disorder, Emotional Disability, Orthopedic Impairment, Other Health Impairment, Autism Spectrum Disorder, Developmental Disability, Traumatic Brain Injury and/or Specific Learning Disability..
6. Assesses students using formative and summative assessments based on academic, functional and/or social/emotional skills.
7. Determines the specific needs of a child and develops an individual educational plan (IEP) to meet the student's individual needs including relevant goals, services and accommodations/modifications as outlined by current evaluation and performance data.
8. Provides guidance and understanding of evaluation results of a referred student for appropriate team decision making.
9. Participates in staffings with administrators, principals, speech language pathologists, reading specialists and other school personnel to evaluate and develop instructional programs for specific students.
10. Maintains Special Education files for all students on caseload until sent to the District Office, and if chooses, will maintain a working file for students on caseload following all confidentiality guidelines.
11. Identifies, plans for, provides and supports programming support for students requiring feeding and toileting needs within the educational setting, as well as supporting medical protocols as outlined by the district nurse.
12. Provides direct instruction to students, monitoring that instruction and adjusting instructional design when data suggests it is necessary.
13. Provides guidance and instructional support to Instructional Assistants along with lesson plans aligned with the goals of students they will be supporting.
14. Provides support with modifying coursework and/or alternate options as outlined by the IE
15. Consults with classroom teachers on progress of special education students and consults with classroom teachers regarding adaptation and modifications to be
16. Works with building principals to interpret testing results or confer about instructional programs or progress of specific individuals.
17. Obtains consent forms for testing and special program placement from parents when required and is available to explain testing procedures and testing results to parents.
18. Participate in training and implementation of District adopted de-escalation, restraint and seclusion program, in order to safely meet the needs of students experiencing significant dysregulation.
19. Participates in conferences with parents on the progress of their child in relation to the IEP goals.
20. Complies with all State and Federal regulation
21. Maintains confidentiality of student records and personally identifiable information.
22. Other duties as assigned.

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SUPERVISORY RESPONSIBILITIES

Supervises students and directs the duties and responsibilities of Special Education paraprofessionals.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Successful completion of a teacher certification program at an accredited college or university and valid state certification(s) and/or endorsements.
2. Degree and certification endorsements as required by Oregon Certification Rules for the position of Special Education Teacher.
3. Such alternative or additional qualifications as the Board or Superintendent may find appropriate or acceptable. An example of this could be a candidate currently in a teacher training program that would obtain their teaching license through an HR plan in coordination with the district.
4. Ability to oversee and direct the Special Education Program the teacher is assigned to.
5. Ability to read, analyze, interpret and follow general business periodicals, professional journals, technical procedures, and governmental regulations including but not limited to School Board Policies, Oregon Administrative Rules, and IDEA.
6. Ability to write Individual Education Plans, Behavior Support Plans, Progress reports, and summarize evaluative information in reports.
7. Ability to effectively present information and respond to questions from teachers, specialists, parents/guardians, community partners and the general public.
8. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
9. Ability to define problems, collect data, establish facts, and draw valid conclusions.
10. Ability to apply knowledge of current research and theory to instructional programs; selection and usage of appropriate curriculum/instructional interventions based on evaluation data; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned.
11. Ability to establish and maintain effective working relationships with students, peers, parents and community.
12. Ability to effectively communicate both clearly and concisely with parents, students, and staff verbally and in writing.

SALARY

As negotiated in the SHEA agreement.

EVALUATION

In accordance with negotiated SHEA agreement and district policy.

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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.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee is sometimes required to assist a student in standing, walking or sitting and may be required to move more than 100 pounds. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

In an 8-hour workday, this job requires:	
R - Rarely (Less than .5 hr per day)	O - Occasionally (.5-2.5 hrs per day)
F - Frequently (2.5-5.5 hrs per day)	C - Continually (5.5-8 hrs per day)

NA - Not Applicable				
Physical Requirements	NA	R	O	F
Sitting				X
Stationary Standing				X
Walking (level surface)				X
Walking (uneven surface)			X	
Crawling		X		
Crouching (bend at knees)				X
Stooping (bend at waist)				X
Twisting (knees/waist/neck)				X
Turn/pivot				X
Climbing (stairs)		X		
Climbing (ladder)		X		
Reaching Overhead				X

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Reaching extension				X
Repetitive use arms				X
Repetitive use hands grasping				X
Repetitive use hands squeezing				X
Fine manipulation				X
Using foot control				X
*Pushing/Pulling (Maximum Weight: 40 lbs)				X
*Lifting/Carrying (Maximum Weight: 40 lbs)			X	

Identify items typically moved: Desks, boxes, classroom equipment

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.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: St. Helens SD

Prepared Date: 04/06/2023

I have read and understand this job description.

Signature: _____ **Date:** _____