

LYON COUNTY SCHOOL DISTRICT

Teacher – Vision Specialist

Job Group: Instruction

Classification: Certified

Terms of Employment: 9 Months or (185/189 Days)

FLSA STATUS: NON-EXEMPT

This is a salaried position assigned to the Licensed Employee Salary Schedule.

POSITION SUMMARY: The role of the Teacher for Visually Impaired students is to assess, and to recommend and provide materials, devices, equipment, and training to students who meet the criteria of the Visually Impaired Program. Vision Therapy is not a function of the school district's vision program, as Vision Therapy is a medical provision. The district's vision program provides whatever the student can utilize, in order to best accommodate his/her educational needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Training on the equipment/materials will be provided by the VI specialist, as needed, to the student/staff involved.
2. The Teacher of the Visually Impaired follows mandated compliance standards established by Federal, State, or District regulations.
3. The Teacher of the Visually Impaired assists the IEP team in determining educational needs related to vision.
4. The Teacher of the Visually Impaired, prior to referral, obtains eye medical report through parent/doctor and requests further vision assessment based on student's need.
5. When further assessments are needed, outside the scope of evaluation from the Teacher of the Visually Impaired students, documentation will be sent to the District Office for approval from Special Services Director.
6. The Teacher of the Visually Impaired evaluates, schedules, and completes functional vision assessments.
7. The Teacher of the Visually Impaired assists the general education teacher in planning curriculum, lesson preparation and modification of instructional materials according to the individual needs of the student(s).
8. The Teacher of the Visually Impaired demonstrates the knowledge and application of the concepts, processes, and facts necessary to the proper implementation of IEP goals and objectives.
9. The Teacher of the Visually Impaired confers with parents, administrators, school psychologists, itinerant staff, general, and resource teachers to develop IEPs.
10. The Teacher of the Visually Impaired recommends provisions for specialized materials/equipment to be made that are best suited and appropriate to the student, in order to meet his/her educational needs.
11. The Teacher of the Visually Impaired will create a Functional Vision Assessment report for the student's file.
12. The Teacher of the Visually Impaired will provide training on the equipment or materials, as needed, to the student(s)/staff involved.
13. The Teacher of the Visually Impaired provides timely feedback to students as to what they are doing well, what needs to be improved, and gives specific direction on how to improve.
14. The Teacher of the Visually Impaired guides the learning process toward the achievement of IEP goals by establishing clear objectives and by effectively implementing the criteria described in

these objectives to the students.

15. The Teacher of the Visually Impaired develops and/or utilizes data about students' needs and progress. (Samples may include records indicating the level of attainment of each pupil, diagnostic tests, psychological tests, anecdotal records, student objective cards, and pupils' written contributions.) The Teacher of the Visually Impaired reports this data to parents in a manner consistent with the reporting of student progress used in the general education classroom.
16. The Teacher of the Visually Impaired helps students improve their self-image by helping them grow in their understanding of their capabilities and limitations.
17. The Teacher of the Visually Impaired utilizes students' area of strength most frequently and discourages continued focus on the students' area of weakness.
18. The Teacher of the Visually Impaired carries out clerical duties such as attendance, budgeting of materials, recording of grades, etc., promptly and accurately.
19. The Teacher of the Visually Impaired offers and seeks assistance, advice, and guidance from colleagues, specialists, and/or supervisors.
20. The Teacher of the Visually Impaired is prompt in arriving at school, classes and meetings, and observes other required time schedule.
21. The Teacher of the Visually Impaired recognizes the importance of regular attendance to the instruction program and that consistent absenteeism will impair the continuity of that program.
22. The Teacher of the Visually Impaired maintains appropriate student records and submits required reports and other needed information for the effective, efficient operation of the school within designated time limits. On review of all confidential special education documents, the Teacher of the Visually Impaired has ensured compliance with all state and federal regulations.
23. The Teacher of the Visually Impaired is consistent in upholding and enforcing school rules, administrative regulations, and board policies.
24. The Teacher of the Visually Impaired maintains strict confidentiality with regards to records and information that has been obtained in the course of professional service with respect to students, parents, and other staff members, unless disclosure serves professional purposes or is required by law.
25. The Teacher of the Visually Impaired exhibits a receptive attitude and willingness to discuss and work with administrators in completing supervisory recommendations.

ACCOUNTABILITES: Works under the direct supervision is evaluated by of the school administrator.

POSITION EXPECTATIONS:

1. Knowledge of CPR/AED and Universal Precautions.
2. Ability to work effectively with special needs students.
3. Ability to interpret and apply oral and written instructions.
4. Ability to perform several tasks and determine priorities.
5. Ability to deal with unusual behavior and crisis situations.
6. Ability to learn and apply school rules, regulations, and procedures.
7. Ability to complete routine records.
8. Ability to recognize and report hazards and apply safe work methods.
9. Possess physical and mental stamina commensurate with the responsibilities of the position.
10. Willingness to attend trainings as it relates to implementation of IEPs.

POSITION REQUIREMENTS: Education and Training:
Bachelor's Degree from accredited college or university.

Licenses and Certifications: Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education and be certified in the relevant subject area.

When applying for a certificated licensed position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

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PHYSICAL AND MENTAL REQUIREMENTS:

The physical and mental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.

Strength, dexterity, coordination, and vision to use keyboard and video display terminal for prolonged periods. Strength and stamina to bend, stoop, sit, and stand for long periods of time. Dexterity and coordination to handle files and single pieces of paper; occasional lifting of files, stacks of paper or reports, references, student work, and other materials. Some reaching for items above and below waist and head level. Some reaching, bending, squatting, and stooping to assist students access files, student work, and other items is necessary. The manual dexterity and cognitive ability to operate a personal computer and other educational technology (LCD projector, SmartBoard, iPads/Tablets, augmentative communication devices, etc.) to enhance student learning. Involves hearing and speech to communicate in person or over the telephone. Must have the ability to lift 50 pounds or 1/3 body weight, whichever is greater, to waist height, perform a 2 to 3 person lift, and the ability to restrain student(s) as needed and in accordance with state regulations.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Incumbents and individuals who have been offered employment are encouraged to discuss potential accommodations with the employer.

WORKING CONDITIONS:

Work is performed under the following conditions:

Exposure to climate controlled classroom settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from moderate to very loud on occasional to frequent time periods. May involve work in crowded environments. May involve frequent to moderate lifting and other physical demands.

Hazards: Stress, anxiety, verbal and physical aggression. Classroom furniture, playground/office equipment, blood borne pathogens, communicable diseases, chemicals (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

PHYSICAL CAPACITY REQUIREMENTS FOR POSITION
 (Mark with an X, leave blank where not applicable)

ESSENTIAL FUNCTION	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Sitting		X		
Standing		X		
Walking		X		
Bending/Stooping/ Squatting/Twisting			X	X
Crawling				
Kneeling				
Reaching above of body				
Reaching away from body				
Climbing Stairs				
Climbing while working (ladder, stools, roofs, poles)				
Balancing				
Lifting &/Or Carrying objects:				
50 Pounds or 1/3 Bodyweight				
Pushing				
Pulling				
Grasping/ Gripping				
Handling				
Applying Torque (arms)				
Fine Manipulation				
Repetitive Work				
Weight Bearings				
Typing, Keyboarding, or Entering Data				
Computer Monitor/ CRT				
Driving a Vehicle				
Working Alone				
Operating Machinery or Equipment:				
Heavy Equipment				
Vibrating Equipment				
Power Tools				
Machine/Electrical Hazards				
Ladders ≥ 6 Feet				
Personal Protective Equipment				
Respirator Use				
Work Conditions:				
High Noises				
Heights				
Confined Spaces				
Heat Stress				
Cold Stress				
UV Exposure	X			
Hazardous Chemical/Waste	X			
>8 Hrs Day				
Overtime/Irregular Hrs				
Senses:				
Eyes				
Visually Demanding Work				
Near Vision				
Far Vision				
Depth Perception				
Basic Color Discrimination				
Hearing Protection				
Speech Discrimination				

Audio Alarms				
Ability to Smell				

Equal Opportunity Employer

The Lyon County School District is an equal opportunity employer and will not knowingly discriminate in any area of employment. Those include discriminatory recruiting and hiring practices against any United States citizen or legal alien on the basis of race, color, creed, religion, sex, age, marital status, national or ethnic origin, disability, or any other protected class and shall extend to working conditions, training, promotion, and terms and conditions of employment.

Individuals with a disability who require reasonable accommodation(s) during any step of the screening process or who have questions about qualifications should notify a representative in Human Resources. Notification may be made in person, in writing, or by calling: (775) 463-6800.

I have read and understand the requirements of my job.

Employee Signature: _____ Date: _____

Administrator/Management Signature: _____ Date: _____