



Romoland School District

SPECIAL EDUCATION TEACHER: RISE Program

DEFINITION

The position of Special Education Teacher, RISE Program, (Moderate to Severe), under the supervision of the site administrator, provides students with moderate to severe disabilities a program that enables the student to reach their physical, emotional, psychological, and behavioral potential; provide consultation, coordination, planning, curricular resources, evaluation, remediation, and direct instructional services for students with special needs placed in a RISE classroom setting.

DUTIES AND RESPONSIBILITIES

- Provide instruction and services (i.e. push-in and/or pull-out) for students whose needs were identified by an Individualized Education Program (IEP) team and who are assigned to RISE classroom settings for the majority of the school day.
- Communicate, support and assist students with exceptional needs and their parents with their progress towards their IEP goals.
- Act as the primary case manager for Special Education purposes for students in their assigned class.
- Provide consultation, resource information, and support regarding individuals with exceptional needs to their parents, and school staff members.
- Plan, develop, implement, and monitor a behavior management plan in accordance with district guidelines and established practice.
- Assist with the assessment and evaluation of Special Education students.
- Coordinate all special education and general education services provided to each pupil in the assigned educational environment. .
- Serve as a member of the IEP Team and Student Study Team as appropriate and/or assigned.
- Monitor student progress on a regular basis; participate in the review and revision of IEP's as appropriate; report student progress and/or lack of progress to the IEP Team.
- Collaborate with general education teachers appropriately based on IEP requirements.
- Participate in professional development training designed to improve competencies with regard to techniques of instruction, curriculum, materials, and methods of evaluating pupil progress, as well as maintaining current information and understanding of federal, state, and local regulations regarding Special Education.
- Direct, supervise, monitor, and inform evaluation process of assigned support personnel
- Use data collection to support research-based instruction and to demonstrate student achievement
- Perform other related duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience

- Bachelor's Degree or higher is required.
- Any combination of experience, training and/or education to demonstrate proficiency in the knowledge and abilities listed.
- Experience working with diverse student populations.

Licenses/Certificates

- Valid California teaching credential appropriate to the position is required.
- Valid authorization to provide services to English language learners is required.
- Tuberculosis clearance and fingerprint clearance by the California Department of Justice are required upon employment.

PHYSICAL DEMANDS AND WORKING CONDITIONS

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines. *E*
- Able to conduct verbal conversation. *E*
- Able to hear normal range verbal conversation (approximately 60 decibels). *E*
- Able to sit, stand, stoop, kneel, bend and walk. *E*
- Able to climb slopes, stairs, steps, ramps and ladders.
- Able to sit for sustained periods of time. *E*
- Able to lift and carry up to 50 lbs.
- Able to reach in all directions.
- Able to operate office machines and equipment in a safe and effective manner. *E*
- Able to demonstrate manual dexterity necessary to operate calculator, computer.

While the ideal candidate will possess all these abilities, duties assigned can be modified to accommodate some physical restrictions. Essential physical requirements, which the candidate must possess, are indicated with an “*E*”.

Employment Status: RTA Bargaining Unit

Work Year: 184 Days

Salary Schedule 120