

**ST. MARY PARISH PUBLIC SCHOOLS
SPECIAL EDUCATION TEACHER JOB DESCRIPTION**

POSITION: Special Education Teacher

REPORTS TO: Principal or Principal Designee

TERMS OF EMPLOYMENT: 9-Month (182 Days)

SALARY RANGE: Salary in accordance with the approved St. Mary Parish Salary Schedule.

OBJECT/FUNCTION: 112/1211

CLASSIFICATION UNDER FAIR LABOR STANDARDS ACTS (FLSA): Exempt

QUALIFICATIONS: B.A. or B.S. Degree, Louisiana Teaching Certificate, Type A, B, C, Level 1, 2, 3, Practitioner's License (PL) 1, 2, 3, CTTIE, Out-of-State (OS), or Ancillary

METHOD OF EVALUATION: The teacher is expected to meet minimal teaching performance standards, Louisiana Components of Effective Teaching (LCET), as approved by BESE in Bulletin 130, inclusive of the responsibility for growth in student learning.

PERFORMANCE RESPONSIBILITIES:

1. Fulfill all duties traditionally expected of those in the teaching profession.
2. Design, plan, and deliver student-centered instruction to all students effectively as measured by the educator evaluation system in accordance with federal and state regulations and the district's Personnel Evaluation Plan.
3. Assume responsibility for growth in student learning in the assigned area of instruction.
 - a. Ensure that student growth is continuous and appropriate for assigned students.
 - b. Develop and meet two yearly student learning targets which positively affect student achievement through job responsibilities.
4. Plan and prepare in advance for teaching of classes and students assigned. Provide written evidence of preparation which references standards, units, activities, materials, literacy strategies, and formal/informal evaluation of learner outcomes upon request.
 - a. Establish learning objectives consistent with appraisal of student needs, requirements of district-adopted curricula, and knowledge of human growth and development.
 - b. Plan for and utilize instructional methods, resources, and evaluation techniques which motivate and enable each student to achieve learning objectives.
 - c. Create and maintain a classroom environment that provides for student involvement in the learning process and enables each student to achieve learning objectives in the least restrictive environment.
 - d. Establish, post, and enforce rules and expectations for student behavior.
 - e. Implement all components of relevant district-adopted curriculum with fidelity.
 - f. Provide opportunities for students' involvement and engagement in the learning process to enhance retention, application, relevance, and higher order thinking.
 - g. Use all available resources including differentiated instruction through RTI to develop intervention plans for students failing to progress at an acceptable pace with their class and/or peer group.
 - h. Plan and provide regular, rigorous assessments which are aligned with the depth and rigor of the state standards and content, including curriculum resources, and provide timely academic feedback to promote student learning.
 - i. Understand individualized plans for assigned students with behavior, health, and learning needs and ensure accommodations and modifications are in place in the classroom.
5. Identify student needs and cooperate with other professional staff members in assessing students and developing plans to address health, behavioral and learning problems.
6. Provide accommodations and/or interventions for at-risk/remedial students, and/or subgroups as appropriate.
7. Exert every effort to provide clear and timely information at regular intervals to parents, caregivers, and colleagues regarding classroom expectations, student progress, student conduct, and ways they can assist student learning and behavior. Be available for parent-teacher conferences.
8. Collaborate regularly with instructional staff, other school personnel, parents, and a variety of community resources (IEP team members) for the purpose of improving the overall quality of student outcomes.
 - a. Serve as primary contact for parents/guardians of assigned special education students.
 - b. Share all student accommodations with applicable regular classroom teachers.
 - c. Collaborate regularly with applicable regular classroom teachers regarding instruction and student progress.
9. Provide research-based specialized instruction to address the instructional goals and objectives contained within each student's Individual Education Plan (IEP).
 - a. Provide and follow consistently a daily schedule to the School Principal, Special Education Coordinator, and applicable regular education teachers.
10. Provide direction, supervision, and evaluation of assigned paraprofessionals, leading by example.
 - a. In a self-contained setting, in areas of academics, social/emotional, behavior, life skills, and activities of daily living, such as lifting of students, toileting, feeding, and other health procedures; participate in these activities in order to lead by example.
 - b. In an inclusion setting, such as accommodation/modification provisions, record keeping activities, student discipline matters, grading of and assistance in student work, and assistance in watching, caring for students in all settings in order to lead by example.

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11. Develop compliant Individual Education Plans (IEPs) and coordinate and ensure the delivery of special education services in each student's IEP.
 - a. Hold IEP meetings within expected timelines. Schedule IEP meetings at times other than scheduled classroom time.
 - b. Ensure IEPs are validated, and all errors corrected prior to submission.
 - c. Ensure progress notes are completed each nine weeks and copies sent to parents or guardians.
 - d. Maintain complete and accurate service records.
 - e. Maintain organized IEP record keeping system (e.g., filing, student folders).
12. Assist school administration in implementing all policies and rules governing student conduct and effective school operation.
13. Monitor student conduct throughout the school building and grounds and enforce all policies and rules governing student conduct.
14. Assist administrators and other staff members in the orderly, expedient, and safe transition of students from one location to another.
15. Take all necessary and reasonable precautions to protect students, equipment, books, materials, and facilities.
16. Perform various administrative duties such as taking attendance, organizing the classroom, and responding to emails and phone calls from parents, school administrators, and staff in a timely manner.
17. Act as a liaison between school and district special education office when needed.
18. Maintain a physical classroom environment that is organized to promote learning for all students, with supplies, equipment, and resources accessible to provide opportunities for students.
19. Maintain effective, efficient, and timely record-keeping procedures, including but not limited to lesson plans, student attendance, student grades, physical inventory management, classroom schedules, student assessment data, students' written work.
20. Supply adequate lesson plans, seating charts, class rosters, and other essential information for substitutes in the event of absence from work.
21. Collaborate with peers to enhance the instructional environment for students by participating in activities which may include, but are not limited to, team teaching, team planning, professional learning community meetings, grade-level meetings, staff development, and various committees.
22. Serve on special committees (e.g., 504, Student Well-Being, SBLC, Pupil Progression/IAIP, Crisis, Dyslexia) as required by School Principal or district administration and perform related work as required.
23. Provide leadership, supervision, and support for students' extracurricular activities in assigned student organization or club including but not limited to:
 - a. Attend all events which students attend as an official club function, including but not limited to local, regional, state, and national conferences and competitions.
 - b. Ensure plans for all club functions conform to school and district policy.
 - c. Enforce the applicable student dress code at all official club functions.
 - d. Safeguard and accurately account for all monies advanced by or received from students, parents, the school, or other persons, including vendors and donors, in accordance with the rules of his/her school and the policies of the Board.
 - e. Properly document and maintain receipts evidencing all monies collected and/or spent in accordance with the rules of his/her school and the Board.
 - f. Be present and on time for all official club functions and transportation to and from events as assigned by the School Principal.
 - g. Comply with all state and national governing board rules, where applicable.
 - h. Maintain equipment and facilities related to assigned club or organization.
24. Attend after-school events as scheduled, including but not limited to in-person faculty meetings once per month, parent/family night events no more than six times per school year, and after-school athletic and special events duty as assigned not to exceed fifteen events per school year.
25. If assigned to multiple locations, provide and follow consistently the daily schedule provided to direct supervisor, school principals, and applicable teachers.
26. Provide educational services through virtual learning or other electronic means when necessary.
27. As an exempt employee, job responsibilities may require work beyond normal working hours with no additional compensation.

ADDITIONAL RESPONSIBILITIES

PROFESSIONALISM: The teacher is required to maintain a high standard of professionalism.

- Design, collect, and maintain student data through accurate, legible, and current record-keeping.
- Analyze student data to affect instruction and learning.
- Accept and use constructive feedback to improve performance.
- Complete assigned tasks, reports, and documents accurately according to specified timelines and expectations.
- Report to work on time following district attendance policy and submits to additional hours when deemed necessary.
- Maintain confidentiality and demonstrate positivity in words and actions as a representative of the school and district.
- Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
- Keep direct supervisor informed of the progress being made in area(s) of responsibility.
- Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by supervisor.
- Complete and submit all forms, reports, documentation, and trainings by required dates and in accordance with district policies and procedures.
- Demonstrate competence in areas of responsibility.

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- Exert every effort to constructively involve stakeholders in all professional settings.
- Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/ control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
- Adhere to federal, state, district, and school policies, procedures, guidelines, and regulations.
- Adhere to ethical, legal, and professional standards.
- Provide and participate in virtual lessons/meetings and virtual/digital teaching in a professional manner.
- Follow directives as assigned by principal, principal designee, and/or supervisor.

PHYSICAL DEMANDS: The employee must be able to perform each essential duty satisfactorily. The requirements described herein are representative of the knowledge, skill, and/or ability essential to job performance. While performing duties, the employee is frequently required to stand, walk, speak, hear, and sometimes sit. Occasionally, the teacher will bend or twist at the neck more than the average person. The employee may occasionally push or lift up to 50 lbs., such as boxes of materials and technology carts. The employee is frequently exposed to a work environment noise level, which is moderate to loud. The employee must have sufficient visual acuity to be able to work with computer monitor, print texts, and handwritten documents. The employee must possess basic language and communication skills to read, write, discuss, and present information to others in a clear, concise manner. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.).

This job description is designed to provide a general overview of the requirements of the job and is not designed to cover or contain a comprehensive listing of all functions, duties, or responsibilities that are required of this position. Functions, duties, or responsibilities may change, or new ones may be assigned at any time with or without notice. The St. Mary Parish School Board reserves the right to revise the job description at any time.

I, _____, have read and received a copy of this job description and understand that a copy of this signed job description will become part of my personnel file. I fully understand the requirements, duties, and responsibilities of the position. I can perform the duties and responsibilities as outlined, with or without reasonable accommodation. I understand that my job duties and responsibilities may change on a temporary or regular basis according to the needs of the district and, if so, I will be required to perform such duties and responsibilities. If I have any questions about job duties, I should discuss them with my immediate supervisor or a member of the Human Resources Department.

Signature: _____ Date: _____