SPECIAL EDUCATION TEACHER WITH THE MODERATE/SEVERE OR EXTENSIVE SUPPORT NEEDS AUTHORIZATION

Definition:
Under the direction of a Special Education Principal, provides students who are severely disabled with an instructional program specially designed to meet the needs of students with severe disabilities and/or health issues.

Distinguishing Characteristics:

- Broad background, extensive knowledge and practical application of principals, practices, methods and strategies applicable to students with severe disabilities.
- Strong assessment skills appropriate for severely disabled individuals.

Supervision Exercised and Received:
General direction is provided by a principal and/or an assistant principal.

Examples of Duties and Responsibilities:
Duties and Responsibilities may include, but are not limited to, the following:

- Develop goals and objectives for multi-graded classes and variety of handicapping conditions
- Implement Individual Education Programs (IEP) for all students
- Provide direct instruction and services to students
- Monitor student progress as it relates to established IEP's
- Work as a member of a trans-disciplinary team for planning and implementing data-based instructional programs
- Develop transition plans to move students to targeted integrated or community based activities, and/or less restrictive instructional settings
- Provide thorough assessment for developing an individualized instructional program
- Provide information and support to parents and families when appropriate
- Maintain accurate reports, records and files on individual students
- Assist in identifying, developing and implementing appropriate use of resources for instructional application
- Maintain effective working relationships with parents, school personnel and other agency staff
- Insure a safe and healthful environment for all students, adhering to all applicable laws, codes and County Office policies
- Provide specialized physical healthcare services, under the training and supervision of a registered credentialed School Nurse
- Provide assistance with Activities of Daily Living
- Perform related duties as assigned

Employment Standards:

Knowledge of:

- Laws, codes and regulations as they relate to special education.
- Personal qualities of leadership, integrity, fairness, optimism, self-confidence, persistence and vitality.

Ability to:

- Organize, prioritize and deliver a variety of instructional strategies.
- Express ideas and concepts clearly and concisely in both oral and written form.
- Establish and maintain cooperative working relationships with students, teachers, staff and parents.

Education and Experience:

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- Bachelors Degree from an accredited college or university; Masters Degree with an emphasis in special education preferred.

Experience:

- Three (3) years successful teaching experience working with a wide range of age groups and handicapping conditions, including medically fragile students is preferred.
- Knowledge of and experience with successful educational interventions for severely disabled students desired.

Credentials:

- A valid California Education Specialist Instruction Credential with the Moderate/Severe or Extensive Support Needs Specialty Area and an EL authorization are required.

Physical Demands (Level I):

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.

(Note--Terms used in this section are defined as follows: Rarely--1 to 10%; Occasionally--11 to 33%; Frequently--34 to 66%; and Continuously--67 to 100% of the work day.)

- Sitting: Rarely
- Standing/Walking: Continuously
- Waist Bending: Occasionally to Frequently

- Neck Bending: Occasionally to Frequently
- Squatting: Occasionally
- Climbing: Rarely
- Kneeling: Occasionally
- Crawling: Rarely
- Neck Twisting: Occasionally to Frequently
- Waist Twisting: Occasionally
- Pushing/Pulling: Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
- Running: Occasionally
- Reaching:
  - Above Shoulder: Occasionally
  - Below Shoulder: Frequently
- Lifting/Carrying:
  - 0-10 lbs: Frequently - weights carried 50 to 100 feet at a time
  - 11-25 lbs: Occasionally- weights carried up to 100 feet at a time
  - 26-50 lbs: Occasionally - weights carried 10 to 100 feet at a time
  - 51-75 lbs: Frequently - *with assistance* - weights moved several feet at a time for toileting and transfers
  - 76-150 lbs: Occasionally - *with assistance* - weights moved several feet at a time for toileting and transfers
- Hand Activities:
  - Repetitive Hand Use: Occasionally
  - Simple Grasping: Frequently
  - Power Grasping: Occasionally
  - Fine Manipulation: Rarely
  - Hand and Arm Twisting/Turning: Occasionally to Frequently
  - Computer Operation/Writing: Rarely
- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance.
- May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles.
- Must be able to lift and physically restrain students at times, to take appropriate action in emergency situations, and follow procedures in a calm, responsible manner.
- Must be able to communicate and exchange information, effectively discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
- Must be able to detect visual and non-visual warning signs of developing physical or emotional situations that may require attention from staff.

- Must be able to prepare and monitor legal and educationally appropriate special education documents including IEPs and behavior plans.
- Must be able to express self effectively verbally and non-verbally in classroom with staff, students, and parents.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively manage an orderly and safe learning environment.
- Visual acuity sufficient to read manuals, video display screens, and other related material and work at a computer screen frequently and throughout the day.

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors;
- Exposure to student illness, injuries, infections and bodily fluids;
- May be exposed to chemicals contained in cleaning products;
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice and Federal Bureau of Investigation records checks must be received by the Sonoma County Office of Education, prior to employment.
- Proof of TB test will be required upon employment.
- Must pass a pre-employment physical prior to employment. Under some circumstances, further testing may be required to determine if an applicant is able to perform the essential job duties with or without reasonable accommodation.
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.