

Wentzville R-IV School District
Position Description
Locator: 2.09

Position Title: Special Education Teacher

Reports To: Building Principal and Assistant Superintendent for
Special Services

SUMMARY

To provide the instruction and learning environment that will enable each student in the district to master the skills appropriate to age, grade level, and individual capacity.

QUALIFICATIONS/REQUIREMENTS

Missouri Special Education Certification

ESSENTIAL JOB DUTIES

- Coordinates annual development of the Individualized Education Program (IEP) for each student assigned to his/her caseload.
- Serves as chairperson for IEP meetings, assumes responsibility for scheduling and notifying participants, conducting IEP meetings, writing Notices of Action, and obtaining signatures when required.
- Contributes to IEP development by sharing relevant assessment and student progress reports from previous IEP and making recommendations for goals, benchmarks as required, methods and related services and accommodations.
- Writes and disseminates resulting IEP document according to district requirements. Sends copy of IEP to parent within 15 days of the IEP meeting.
- Reconvenes IEP team as designated in IEP or as needed for program review.
- Assess all students on the caseload for Extended School Year services.
- Maintains communication with the Transportation Department if any of caseload students require specialized transportation.
- Consider Least Restrictive Environment first for all students that receive special education services.
- Provide transition guidance to students that are turning 16 years or older within the IEP cycle.
- Coordinates implementation of IEP for each student assigned to his/her caseload.
- Ensures that regular education staff, counselors, principals, and parents are informed of and understand their role in the implementation of the IEP
- Communicates student progress, needs, and performance status frequently with other staff members, and principals. Maintains required communication log.
- Provides an appropriate level of support to students that are part of their caseload. This means that the student should not be over or under serviced and services are based on individual needs per the IEP.

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- Develops a rapport with all students on the caseload and advocates for their needs.
- Provides support and information to all other staff that work with the students on the assigned caseload. This may be verbal or written information provided through consultation, modifications, classroom support, etc.
- Provides specialized instruction designed to effectively implement IEP goals and objectives and related services.
- Assesses the student consistently and quantitatively on their annual IEP goals. Data must be collected and maintained for each of these goals for each student. Data should be collected in an appropriate manner that fits the measurement of the goal. Documentation is turned in quarterly to the Special Education Building Department Chair.
- Records progress on IEP goals on the progress report page of the IEP and sends to parents at least quarterly.
- Develops and teaches lessons that appropriately address IEP goals and that utilize instructional methods/materials appropriate to district special education philosophy and practice.
- Notifies Building Principal of any unusual concerns or needs of student requiring further school attention (e.g., suspected child abuse, drug/alcohol abuse, educationally relevant home concerns).
- Establishes and maintains contact with relevant outside sources serving assigned students (e.g., counselor, psychiatrist, doctor, and tutor).
- Participates in the diagnostic process for initial and re-evaluations.
- Monitors evaluation dates of the students on the caseload. If a student's triennial evaluation is due it is the case manager's duty to make sure that it occurs before the triennial date. This includes all students including IEP, Individualized Service Plan (ISP), homebound, and contracted out to private facilities.
- Participates in the Care Team/STAT process when necessary.
- Participates in the diagnostic process as assigned.
- Conducts formal/informal assessments as assigned following appropriate testing procedures.
- Writes diagnostic summaries for all assessments as assigned using the standard district report format.
- Monitors attainment of goals and evaluates when students could be dismissed from special education.
- Participates as a contributing member to the general delivery of special education services under the direction of the Building Principal and the Assistant Superintendent for Special Services.

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- Prepares reports as required by the District Process Coordinator, Building Principal or the Assistant Superintendent for Special Services.
- Maintains and submits accurate caseload and schedule documents as scheduled throughout the year and upon request.
- Provides up-to-date classroom inventory to the Special Education Building Department Chair.
- Develops a request for materials, equipment and supplies which appropriately address the need of assigned caseload and the financial resources of the district.
- Provides required documents to the Special Education Building Department Chair for the special education student's permanent record.
- Participates in staff development activities and departmental meetings.
- Maintains a working file for each student on caseload.
- Tracks student discipline and addresses concerns presented. Completes required OSS logs. Monitors for pending manifestations. When necessary conduct a Functional Behavioral Assessment.
- Understands the state laws for special education and obtains additional information as needed.
- Coordinates job duties and schedules for Paraprofessionals and/or Instructional Assistants.
- Creates ISP's for students assigned to their caseloads that are nonpublic students who come to the school district to receive special education services.
- Case manage students in outside placements as assigned.
- Participates in the analysis of MAP data.

OTHER DUTIES AND RESPONSIBILITIES

Performs other appropriate school related duties as assigned by the Building Principal and/or the Assistant Superintendent for Special Services.

ADA COMPLIANCE

The essential functions contained in this job description are in compliance with the Americans with Disabilities Act (ADA) and are not an exhaustive list of the duties performed for this position. The additional duties and responsibilities listed are performed by the individuals currently holding this position and additional duties may be assigned when appropriate.

TERMS OF EMPLOYMENT

Salary and work year to be in accordance with the current salary schedule and District Policies. Days employed in excess of the established work calendar shall be payable at the employee's regular daily rate.

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EVALUATION

Performance of this position will be evaluated annually in accordance with provisions of the Board's policy on evaluation of certificated personnel.