

DELANO UNION SCHOOL DISTRICT

Special Education Teacher: Mild / Moderate

PAY AND EVALUATION STRUCTURE

Salary based upon education, experience, and applicable stipends as per the current contract. Special Education teachers are co-evaluated by the site administrator and the Director of Student Support Services.

QUALIFICATIONS

Required

1. **BA or BS degree from a regionally or nationally accredited college or university**
2. **Appropriate credential / eligibility for the assignment (Mild/Moderate), as per the current guidelines established by the California Commission on Teacher Credentialing**
3. **A sensitivity to and understanding of multicultural factors and their potential effects on learning**

Desired

1. **College/university course work or experience in applied behavior analysis**
2. **College/university course work or experience in direct instruction methods**
3. **College/university course work or experience in functional assessment methods**
4. **Teaching experience with special populations**

JOB DUTIES, RESPONSIBILITIES AND ESSENTIAL FUNCTIONS

- A. **Implement the philosophy, goals, objectives and policies of the Delano Union School District as adopted by the Board of Trustees.**
- B. **Motivate pupils to develop skills, attitudes and behaviors needed to provide a good foundation for education and participation in a Democratic society in accordance with each pupil's knowledge, skills and abilities.**
- C. **Maintain professional competence through professional growth activities.**
 1. **When available, attend workshops and conferences relevant to job assignment offered within the district and at the county and state levels.**
 2. **Stay current with developments in the field by reading relevant professional articles, independently and as assigned by the Director of Student Support Services.**
 3. **Seek and maintain higher levels of credentialing, certification, and licensure.**

D. Aid in interpreting the educational program to parents, students and other staff members.

1. When necessary, arrange interpretation/translation services at least three (3) school days in advance of a scheduled meeting with a non-English speaking parent.
2. When asked by parents, students, administrators and/or other staff members, explain student progress as per IEP goals and objectives, i.e., "Miguel can identify 45 out of 100 targeted sight words."
3. When necessary, describe and explain to parents, students, and other staff members the goals and objectives written for a student's individual educational program and the link those goals have to educationally relevant assessment information.
4. Notify parents at any time a child's behavior is such that it warrants special attention above and beyond current level of programming, and recommend to parents specific interventions.

E. Provide specialized programs for children with atypical needs.

1. Request/procure the appropriate instructional materials and training necessary to carry out the IEP goals and objectives.
2. Provide instruction at the child's instructional level, i.e., a fifth grade child with a reading IEP who reads at the second grade level will be provided instruction at the second grade level.
3. Align instructional activities to match stated IEP goals and objectives, and exclude activities that are not part of the child's written goals and objectives, i.e., if reading is the IEP goal, reading instruction should be provided, not math or art activities.
4. Utilize empirically supported teaching strategies and materials that have been shown to be effective with the types of special needs children in your program. For example, using direct instruction materials and techniques rather than a whole language approach in the teaching of reading to children with reading IEPs.

F. Work with other agencies in providing services for exceptional children.

1. When requested, and with the appropriate written parental consent, provide relevant information to agencies (medical, social service, etc.) that are also serving the child, and coordinate services with those agencies.
2. When necessary for special education qualification/identification or IEP development purposes, request relevant information from outside agencies serving the child.
3. When scheduling IEPs, contact agency personnel (i.e., KCSOS, CCS, KRC) who provide services to notify them in advance if the IEP meeting.

G. Work cooperatively with other certificated personnel in carrying out policies and procedures relating to exceptional children.

1. Notify the appropriate IEP team members regarding the need for an IEP meeting prior to scheduling an IEP or making any changes in a child's IEP or program placement.

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2. Prior to an IEP, informing relevant support staff of any information that may warrant an IEP change, i.e., informing the site psychologist of test scores that may warrant more restrictive or less restrictive placement, or a change in goals and objectives.
 3. Coordinate the scheduling of initial, triennial, and revision IEPs with the IEP team members including others who are listed on the IEP.
 4. When necessary, request the Director of Student Support Services or his/her designee to obtain assessment services from Kern County Superintendent of Schools or other outside agencies.
 5. Prior to obtaining written parent permission for any special education assessment, consult with the Delano Union School District support staff persons involved in the assessment.
 6. Complete assessments and reports of those assessments as necessary prior to scheduled IEP meetings.
 7. Conduct assessments that have treatment utility and are valuable in the design and evaluation of treatment and intervention plans by teachers, parents, speech pathologists, psychologists, administrators or agency personnel.
 8. Use only instructional methods and materials that have been approved by the office of the Students Support Services.
 9. Cooperate with Assistive Technology specialists, Occupational Therapists, School Nurses, School Psychologists, etc., in designing and implementing IEPS and programs and services for mildly handicapped students for whom a Mild/Moderate placement has been deemed the least restrictive placement by an IEP team.
- H. Work cooperatively with other certificated personnel in evaluating students' progress.**
1. Complete the necessary assessments and provide other certificated personnel with test data within three (3) school days of a scheduled IEP where assessment data are necessary.
 2. Review test protocols to check for scoring errors prior to IEP meetings.
 3. In the case of: (a) children being initially evaluated, (b) currently placed special education students, or (c) students mainstreamed into general education, obtain information from regular education teachers relevant to making classification or programming decisions.
 4. Communicate to regular education teachers evaluation data that may affect regular education programming.
 5. Ensure that vision/hearing assessments are completed prior to initial and three-year re-evaluation IEPS.
 6. Use only evaluation methods/instruments that have been validated for the purpose for which they are used, and that have clear treatment validity.
- I. Participate, upon request, in conducting inservice training programs.**
1. When requested, conduct inservice programs on such topics as instructionally appropriate curricula, effective teaching methods, behavior management methods,

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special education eligibility, or other topics that may fall within an employee's area of expertise or interest.

J. Keep records pertinent to assignment.

1. Complete and give to parent "Parent Notification of Referral", and the "Parent Consent for Assessment" within fifteen (15) days of the request for a special education evaluation.
2. Complete and send to the parent the "Parent/Guardian Notification of IEP Meeting" and a copy of the Parents' Rights, within ten (10) days of an IEP date, with copies going to each IEP team member and the Student Support Services office.
3. Complete all IEP forms as per district guidelines.
4. Maintain and update as needed the student Contact Log and Log of Access and other communication records with parents, general education teachers, administrators, agencies, support staff, etc.
5. Within three (3) school days of a student change in status, complete form C21 and send it to the Student Support Services Department at the District Office.

K. Complete IEPs thoroughly and in a timely manner.

1. Schedule IEP meetings within the prescribed time lines.
2. Complete the IEP documents by the end of the IEP meeting, or otherwise soon enough to provide copies of relevant documents to parent at the conclusion of the meeting.
3. Complete IEP documents accurately, as per district guidelines.
4. Write goals that are measurable and based upon relevant assessment information.
5. Write objectives in standard format. Specify the learner, stimulus conditions, criterion, and observable behavior involved.

L. Incorporated within one or more of the previously mentioned essential functions of the job are physical requirements. The percentage of time spent on each of the following essential physical requirements are as follows:

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|----|------------|---|---------------|----|---------------|---|-------------|
| 1. | Seldom | = | Less than 25% | 3. | Often | = | 51 - 75% |
| 2. | Occasional | = | 25 - 50 % | 4. | Very Frequent | = | 76% or more |

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| <u>4</u> | a. | Ability to work at a desk, table or in meetings. |
| <u>4</u> | b. | Ability to stand and circulate for extended periods of time. |
| <u>4</u> | c. | Ability to see for purposes of reading printed matter and for observing students. |
| <u>4</u> | d. | Ability to hear and understand speech at normal levels. |
| <u>4</u> | e. | Ability to communicate so others can understand spoken content with ease. |
| <u>4</u> | f. | Ability to bend, twist, kneel, stoop, run, and crawl. |
| <u>1</u> | g. | Ability to lift <u>40</u> lbs. |

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- 1 h. Ability to carry 40 lbs.
- 4 i. Ability to reach in all directions.

M. Other duties relevant to working with special and general school populations as assigned by the site principal, his/her designee, or the Director of Student Support Services. Examples of such duties are yard duty, serving on school committees, membership on Student Assistance/Study Teams, etc.

Employee: _____ Date: _____

Authorized Representative: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.