

**EPPING SCHOOL DISTRICT
JOB DESCRIPTION**

TITLE: Special Education Teacher/Case Manager

GENERAL DESCRIPTION: The Special Education Teacher accepts responsibility for identifying, servicing, monitoring, and releasing students with disabilities ages 5-21 in accordance with the New Hampshire Rules for the Education of Children with Disabilities, federal laws, and Epping School District curriculum, instruction, and assessment frameworks. The Special Education Teacher coordinates and administers all alternative assessments and supports all district/state assessments for students with disabilities. The Special Education teacher collaborates with administration, guidance counselors, teachers, and other school staff on behalf of students with disabilities; and serves as a resource for information regarding assessments, interpreting data, specialized instruction, modifications, differentiated instruction, and accommodations. The Special Education Teacher provides direct instruction and co-teaching in essential concepts, vocabulary, and content across the general curriculum. The Special Education Teacher functions as a liaison between school and parents.

QUALIFICATIONS:

1. Valid certification or eligibility in area of teaching assignment
2. Highly qualified in the area of teaching assignment
3. Experience and other qualifications as specified by the Superintendent

KNOWLEDGE: Requires knowledge of child and adolescent development; learning process; students' skills, knowledge, and language proficiency; and students' interests, differences, and special needs. Requires knowledge in school rules, practices, and law; Special Education laws, policies, and procedures; NH Department of Education rules and school requirements; and School Board Policy. Also requires best practices in curriculum, instruction, and assessment; and instructional and behavioral interventions for students with disabilities. Must have an understanding of the role families play in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community.

SKILLS: Requires demonstration of strong collaborative, teaching, coaching, and leadership skills to support student programming and work in a team setting; problem solving skills to support student success; service related people skills; verbal and written communication skills; organizational skills to balance demands of a multi-tasking position; data analysis and analytic skills to evaluate and recommend changes in instructional programming; operational skills in office equipment and technological instructional devices; technology skills in communication, student data management analysis, and reporting; and other school requirements.

ABILITIES: Requires excellent attention to detail and follow through to meet school district requirements; significant confidentially responsibilities, resource management, and fiscal responsibilities in the area of school budget. Requires ability to develop partnerships with students, staff, and families; plan, develop, and implement specialized programs through individualized education plans (IEPs).

CLASSIFICATION: This position is designated as a Teacher position subject to the Teacher's Collective Bargaining Agreement, School Board Policy, and School Rules and Regulations.

REPORTS TO: School Principal conjointly with the Director of Special Services, evaluation in accordance with this job description and Epping School Board Policy

SUPERVISES:

Assigned paraprofessional and/or support staff, if applicable

PERFORMANCE RESPONSIBILITIES:

TEACHING

1. Plan, develop, and implement students' individualized education plans (IEPs).
2. Co-plan, co-teach, and consult with general education teachers.
3. Use district adopted curriculum materials and programs and coordinate the modification of general education curriculum when necessary based on a variety of instructional techniques and technologies.
4. Implement differentiated instruction in collaboration with general education teachers.
5. Provide academic support/academic coaching within the general education setting.
6. Teach personal development skills such as goal setting, independence, and self-advocacy.
7. Provide and use assistive devices, supportive technology, and assistance to ensure students' access to the curriculum.
8. Develop parallel curriculum for general education classes for a variety of levels.
9. Develop and articulate clear student behavior expectations and provide positive, proactive behavioral interventions and support, crisis management and emotional support with the deans, guidance department, behavioral consult and/or school psychologist.
10. Monitor implementation of accommodations and/or modifications per student's individual education plans.
11. Collect data and monitor students' progress in conjunction with general education teachers and paraprofessionals.
12. Observe and evaluate students' performance, behavior, and social development in the process of preparing students' transition to post-secondary careers/education.
13. Provide specialized instructional programming in and outside of the regular education classroom.
14. Provide lesson plans, materials, strategies and/or activities for paraprofessional staff assigned to work with students in one to one, small group, and class settings.

PROFESSIONAL RESPONSIBILITIES

1. Attend school faculty, team, and committee meetings as appropriate.
2. Participate in the school and district community by serving on committees.
3. Keep abreast of best practice in special education instruction, assessment, resources, and community based programming.
4. Be accountable for student learning.
5. Reflect on practice.
6. Maintain an inventory of books, materials, equipment, and other resources.
7. Maintain a teacher webpage if applicable.
8. Maintain confidentiality.

9. Engage in professional development offered by the school district.
10. Maintain up to date knowledge of special education policies and procedures.
11. Request professional development for staff based on student specific needs, i.e. Autism, Dyslexia, etc...
12. Participate in a professional learning community of data analysis, goal and plan development, and reflection.
13. Prepare and submit budgets and reports as requested by administration.
14. Be professional and abide by school and district rules and regulations outlined in handbooks, policies, job descriptions, professional development master plan, evaluation plan, etc.
15. Perform any additional duties as requested by the School Principal/Director of Special Services, which are consistent with the effective and orderly operation of this position and the Epping School District goals and mission.

CONSULTATION AND COLLABORATION

1. Promote and foster an open, respectful, and inclusive learning environment for students and staff.
2. Build positive relationships through ongoing communication with all team members including parents, teachers, guidance counselors, paraprofessionals, related service providers, community based service providers, and administration.
3. Facilitate problem solving and planning taking into account individual students' strengths, interests, and needs.
4. Use appropriate tools to communicate and discuss with parents student's progress, support resource needs, and educational expectations for student's growth.
5. Coordinate inclusive placement of students with individual education plans (IEPs) into main stream classes.
6. Maintain knowledge of resources and services available in and out of the school district to support students' needs.
7. Access and coordinate school-based, community-based, and transitional resources and services within and outside the school environment.

CASE MANAGEMENT

1. Provide case management for assigned students with individual education plans (IEPs).
2. Consult regularly with students to monitor progress and understanding and individualize instruction.
3. Demonstrate knowledge of NHSEIS and paperwork necessary for IEP meetings.
4. Facilitate the evaluation process for newly referred students.
5. Plan and facilitate students' annual review and re-evaluation team meetings.
6. Evaluate students utilizing a variety of formal and informal assessment tools to make informed decisions regarding eligibility, IEP planning, programming, and student learning progress.
7. Collect, analysis and report data in a meaningful manner using district/state evaluation tools such as STAR, AimsWeb, etc.
8. Support students during state and district testing; understand and implement alternative assessment tools such as Dynamic Learning Maps.
9. Write students' progress reports and senior summaries.
10. Monitor IEP implementation.

11. Facilitate the development and implementation of students' transition plans with teachers, parents, and students.
12. Notify teachers, paraprofessionals, and other related services providers about changes in student(s) needs.
13. Communicate accommodations and modifications, grading guidelines, and/or behavioral plans for all staff involved with student.
14. Make appropriate application for ESY- Extended School Year needs.
15. Ensure all special education timelines are met.

SUPERVISION OF PARAPROFESIONALS

1. Provide consistent, timely consultations with paraprofessional/support staff with appropriate related service staff attending as needed, i.e. OT, Speech & Language Pathologist, Behavioral Consultant, etc.
2. Model academic, behavioral, and communication protocols.
3. Provide trainings in academic, behavioral, and communication strategies.
4. Support a collegial environment that fosters ongoing communication for staff and students.
5. In conjunction with the building coordinators, support the timely evaluation of paraprofessionals.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms; and stoop, kneel, or crouch. The employee is frequently required to supervise students requiring the employee to match the walking speed of the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. The employee must occasionally lift, carry, move, and/or restrain school-age students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school setting. The employee is required to drive or walk in order to service students throughout the school district. The employee is expected to travel to each district school servicing students regardless of weather conditions. Employee is regularly required to handle stressful situations and resolve conflicts.

TERMS OF EMPLOYMENT:

1. Work year and day subject to individual contract
2. Clear criminal record background check
3. Verification of health to perform job
4. Valid NH certification or eligibility in area of teaching assignment
5. Highly qualified in area of teaching assignment
6. Valid driver's license
7. Teacher contract with salary and benefits defined by collective bargaining agreement

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.