



Shelton School District

700 South First Street, Shelton, WA 98584
360-426-1687

EMPLOYMENT OPPORTUNITY

Job Number: 2019-1698

**Teacher - Special Education - Preschool
Special Services
Posted Date: 7/3/2019**

Job Information:

Status: Continuing
FTE: 1.000
Hours/Day: 7.00
Days per Year: 180
Salary Range: \$44,306.00 to \$81,559.00

Closing Date: 8/2/2019

To be considered for this position, please submit a completed online application and required documents on or before this date.

Requirements:

This position begins with the 2019-20 school year.

Must possess valid certificated credentials for appropriate level of instruction and/or subjects.

NOTE: In addition to the salary range noted above, an extra 65 hours paid at the employee's per diem rate of pay is available through TRI and training hours.

Please refer to attached job description for more information.

District Information:

[Click here to learn about us](#)

Job Description:

[Click here to view the job description](#)

NON-DISCRIMINATION STATEMENT

Shelton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:

Linda Arnold, Exec. Director of Human Resources;
700 S. 1st Street; Shelton, WA 98584; 360-426-1687;
larnold@sheltonschools.org

Complaint procedures can be found on the District's website by clicking on the Discrimination Complaint Procedures" link on the left hand side of the page. www.sheltonschools.org

Contact Person:

Mary Ann Moody
Human Resources Specialist
MMoody@sheltonschools.org
(360) 426-2982

Go to:

www.sheltonschools.org

Apply at:

<https://sheltonjobs.hrmplus.net/>

JOB DESCRIPTION

Location: Dist
Effective: 3/2016
Approved: AA



SHELTON SCHOOL DISTRICT #309 Shelton, Washington

TEACHER – SPECIAL EDUCATION

JOB SUMMARY:

The job of Special Education Teacher is to provide individualized educational intervention to students in the Shelton School District. Responsibilities will vary with individual building and district needs. These responsibilities would typically include but not be limited to classroom instruction, parent contact, participation with building and district level teams, individual student assessment, written report and assessment summaries, with a team and analysis of assessment data in compliance with WAC for special education, communication with agencies and assistance in developing an appropriate individualized educational program for students. Responsibilities also include the promotion of current trends and regulations for special education, expertise and support for regular teachers, paraprofessionals, administrators and others responsible for the education of students with special needs.

ESSENTIAL FUNCTIONS, DUTIES, AND RESPONSIBILITIES:

Depending upon individual assignment, the Special Education Teacher performs all or a combination of several of the following duties. This list of essential functions is not exhaustive and may be supplemented as necessary.

1. Provides instruction for students in the identified area(s) of need, per the IEP.
2. Provides daily lesson plans and keeps records and data on student progress toward meeting the goal areas identified in the IEP.
3. Designs and implements activities in the classroom, playground or other related areas specific to their IEP.
4. Develops an annual IEP, and with the team, the assessment summation from individual assessment reports submitted through the MDT process.
5. Maintains compliance with state and federal guidelines for program delivery.
6. Keeps current in trends and practices for special education specific to the population of students.
7. Designs and implements behavioral intervention programs, coordinating those programs with the home whenever possible.
8. Maintains good communication with counselors, staff and building administrators, parents and agency providers to develop appropriate programs for special education students.
9. Updates individual goals as indicated by formal and informal assessment.
10. Maintains good communication with individual staff members, parents, administrators, other school personnel, and agencies in order to provide continued appropriate progress and changes in the student's program.
11. Maintains files and forms for special education compliance in a timely manner.
12. Records and submits timely signed and dated reports for each student assessed.

13. Provides consultative and advisory services to the family, educational staff, agencies, and interested community organizations.
14. Works closely with all social agencies having contact with their students in the service area.
15. Understands the Common Core and how students with special needs can access general education curriculum as appropriate.
16. Understands state assessments and accommodations for assisting students at various levels.
17. Familiarity with IEP programs that are online.
18. Performs related duties as assigned.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge in all phases of the special education process, procedures and handicapping conditions. Some assignments may require special expertise in atypical handicapping conditions.
- Ability to plan, organize and implement all phases of a special education program.
- Ability to successfully integrate special needs students into appropriate classroom for peer interaction, socialization, and/or academics.
- Ability to consult with regular education teachers on implementation of a transition plan for the education of students with special needs in their classroom.
- Ability to monitor and adjust any educational intervention for the students they serve.
- Ability to develop and implement a behavioral plan, coordinating it with the home, whenever possible.
- Effective oral and written communication skills.
- Ability to listen and professionally mediate toward solutions.
- Ability to provide innovative and responsible problem solving in a team.
- Ability to maintain confidentiality.
- Ability to organize activities, written work, and paraprofessionals for teaching.
- Ability to use assessment tools for students in diagnostic investigations.
- Ability to deal with staff, students, and others in a professional and confident manner.
- Ability to follow and give directions.
- Ability to work independently.
- Ability to set priorities.
- Ability to work with a number of secretaries, peers, and supervisors with ease.
- Ability to maintain accurate records.
- Ability to establish and maintain effective working relationships with staff and students.
- Ability to participate in conference, workshops, and training sessions.
- Ability to remain flexible to changes in assignments or situations, including flexible work hours.

WORKING CONDITIONS:

Classrooms, school environments and possibly the home or community. Requires frequent standing, walking, and sitting. Must be able to speak, hear, and see. May be required to travel between locations and experience frequent interruptions and schedule changes. Required to deal with a wide range of situations, behaviors and abilities. Requires dexterity in the working at assistive devices for highly involved students. Requires intermittent self-care of students such as toileting and feeding. Requires dexterity and strength in being able to lift and transfer wheel chair students effectively and safely. Requires ability to control behavioral outbursts and quickly intervene for the safety of the child, other students and staff. Depending upon the age and needs of the students, required to have physical ability to get on the floor to work with students.

MINIMUM QUALIFICATIONS:

Eligible for or currently holds a Washington State Teaching Certificate with an endorsement in Special Education.

Teaching credentials for appropriate level of instruction and/or subjects.

Demonstrated commitment to special needs students and their families.

Training and experience in teaching less able children, assessment, evaluation and consultation with parents.

Demonstrated ability to work cooperatively in a team.

Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form.

Read a variety of materials with understanding.

REPORTS TO: Building Principal or Director of Special Services

TERMS OF EMPLOYMENT:

Salary and benefits according to state salary schedule and negotiated agreement.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of Washington State Law and the bargained agreement.