

**SANBORN REGIONAL SCHOOL DISTRICT
JOB DESCRIPTION – SPECIAL EDUCATION TEACHER**

Job Title	Special Education Teacher
Supervisor	Building Principal
Qualifications:	<p>NH Department of Education credential in General Special Education; Bachelor's Degree required, Master's degree in Education preferred; 2-4 years' experience preferred. Preference given to those candidates who hold NH Certification in General Special Education and/or one of the following:</p> <ul style="list-style-type: none"> - Emotional and Behavioral Disabilities - Specific Learning Disabilities - Intellectual and Developmental Disabilities
Purpose	<p>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 Sanborn Regional 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.</p>
Performance Responsibilities	<ul style="list-style-type: none"> ● Plan, develop, implement, and monitor students' individualized education plans (IEPs). ● Thorough understanding of policies, laws, and guidelines related to special education including IDEA; keep abreast of best practice in special education instruction, assessment, resources, and community-based programming. ● Complete a comprehensive diagnostic assessment through formal and informal evaluation of those students who have been identified as having a possible educational disability. ● Serve on a multidisciplinary team for the identification of a student with a suspected educational disability and facilitate the evaluation process for newly referred students. ● Collaborate with the student's parents and teachers in planning, writing, and monitoring the student's Individual Education Plan. ● Collaborate with classroom teachers by providing consultation, materials, program development, or program modifications for identified students as needed to fulfill the goals and objectives of the IEP; Co-plan, co-teach, and consult with general education teachers as appropriate. ● Understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development. ● Plans lessons that employ a variety of instructional techniques that, when implemented, meet the specialized needs and capabilities of the individuals or student groups involved. ● Assess the progress of students using a variety of progress monitoring instruments on a regular basis. ● Maintain accurate, complete, and current records as required by law, district policies, and administrative procedures and maintain confidentiality. ● 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. ● Implement differentiated instruction in collaboration with general education teachers and provide academic support/academic coaching within the general education setting. ● Provide and use assistive devices, supportive technology, and assistance to ensure students' access to the curriculum. ● Provide services in the least restrictive environment possible.

	<ul style="list-style-type: none"> • Develop and articulate clear student behavior expectations and provide positive, proactive behavioral interventions and support, crisis management and emotional support in collaboration with other staff; write behavior plans as needed for students. • Provide specialized instructional programming in and outside of the regular education classroom. • 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. • Access and coordinate school-based, community-based, and transitional resources and services within and outside the school environment. • Provide case management for assigned students with individual education plans (IEPs), including completing all district required paperwork. • Demonstrate knowledge of NHSEIS and paperwork necessary for IEP meetings. • Plan and facilitate students' annual review and re-evaluation team meetings. • Evaluate students utilizing a variety of formal and informal assessment tools to make informed decisions regarding eligibility, IEP planning, programming, and student learning progress. • Collect, analyze and report data in a meaningful manner using district/state evaluation tools. • Support students during state and district testing; understand and implement alternative assessment tools such as Dynamic Learning Maps. • Write students' progress reports and senior summaries. • Facilitate the development and implementation of students' transition plans with teachers, parents, and students. • Notify teachers, paraprofessionals, and other related services providers about changes in student(s) needs. • Communicate accommodations and modifications, grading guidelines, and/or behavioral plans for all staff involved with student. • Make appropriate application for ESY-Extended School Year needs. • Ensure all special education timelines are met. • Other duties as assigned by the building level Principal and/or Director of Student Services
Physical Demands	Occasionally must be able to lift up to 50 pounds and push up to 50 pounds (on wheels). Must be able to hear staff on the phone and those who are served in-person, and speak clearly in order to communicate information to clients and staff. Must have vision with or without lenses adequate to read print and computer screens, forms and documents. Must have high manual dexterity. Must be able to reach above the shoulder level to work, must be able to bend, squat and sit, stand, stoop, crouch, reach, kneel, twist/turn, finger and feel.
Work Environment	Noise level in the work environment is usually average. Standard office desk and chair. Carpeted and tile floors. May be exposed to cleaning fluids and copier toner. This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit and stand as needed.
Terms of Employment	Covered under the SREA Collective Bargaining Agreement
Evaluation	Evaluation by Building Principal in accordance with district policies

The above is intended to describe the general content of and requirements for the performance of this job. It is not to be construed as an exhaustive statement of essential duties, responsibilities, or requirements.

The Sanborn Regional School District is an Equal Opportunity Employer that ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation, or disability.

November, 2022
December, 1987
March, 1981