

**St Francis School District
Job Description**

Job Title: Special Education Program Support Teacher **Reports to:** Superintendent/Director of Special Education
Building Principal

Job Category: Professional **FLSA Status:** Exempt

SUMMARY – Applies diagnostic procedures to inform the education experience of special education students, overall human development, and forwards appropriate learning theories to advance the Pupil Services Program in the District.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

1. Function as part of the Pupil Services Team and working with other disciplines to provide a sound educational experience for students.
2. Receive student referrals and implements the evaluation process.
3. Act as a liaison between the Director of Special Education and Building Administrators and staff.
4. Comply with policies established by Federal and State law, State Board of Education rules, and local Board policy in the areas of evaluation, placement, and planning for special education services.
5. Collect and organize relevant assessment data from students' cumulative folder, classroom teacher(s), Principal, parents, and outside resource personnel.
6. Perform LEA responsibilities at annual IEP meetings, including oversight, compliance and timelines.
7. Participate in the Individual Education Plan (IEP) Team meeting regarding the interpretation of assessment data and development of IEP's for students according to District procedures.
8. Provide staff development training in assigned schools to assist school personnel in the identification and understanding of students with disabilities.
9. Assist classroom teachers with the implementation of the IEP.
10. Consult with parents concerning the educational needs of students, as required.
11. Conduct classroom observation and personal interviews as appropriate, as well as, compile, maintain, and file all reports and other documents as required.
12. Develop and maintain effective individual and group relationships with students, parents, and professional colleagues.
13. Perform diagnostic assessments of achievement for IEP evaluations.
14. Serve as the District Compliance Manager for special education/IEPs procedures and policies.
15. Consult with parents, teachers, Administrators, and other relevant individuals to enhance their work with students.
16. Demonstrate awareness of school/community needs and initiate activities to meet those identified needs.
17. Demonstrate the use of appropriate and effective techniques for community and parent involvement.
18. Serve as a role model for students by conducting self as a responsible, intelligent citizen.
19. Instill in students the belief in and practice of ethical principles and democratic values.
20. Other duties as assigned.

EDUCATION and/or EXPERIENCE

1. Master's degree or equivalent;
2. Minimum of three years of teaching experience;
3. Administrative experience as a Principal or Assistant Principal desired.

QUALIFICATIONS - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. This job requires a high level of confidentiality, flexibility, proactive problem-solving and excellent communication skills. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

CERTIFICATES, LICENSES, REGISTRATIONS

Wisconsin Teaching License issued by the Department of Public Instruction in the area of Special Education.

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LANGUAGE SKILLS

1. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
2. Ability to write routine reports and correspondence.
3. Ability to speak effectively and make meaningful presentations before groups of students, employees, community members and the Board of Education.
4. Ability to write articles for publication that conform to prescribed style and format.

MATHEMATICAL SKILLS

1. Ability to work with mathematical concepts such as, probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
2. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

1. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
2. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS - The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job:

1. Physically manage or restrain disruptive students when necessary;
2. Regularly sit and talk or hear and operate a telephone and/or computer;
3. Frequently stand; walk and reach with hands and arms;
4. Occasionally lift and/or move up to 40 pounds;
5. 20/20 vision, close vision and depth perception.

WORK ENVIRONMENT - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

1. Regularly works indoors and will occasionally work outdoors;
2. The noise level in the work environment ranges from quiet to loud, but is usually moderate.

DRUG-FREE WORKPLACE - The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy **3122.01** throughout his/her employment in the District.

The information contained in this job description is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned. This job description is intended to comply with the American with Disabilities Act; reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.