

HIGHLINE PUBLIC SCHOOLS Job Description

JOB TITLE: SPECIAL EDUCATION TEACHER

GROUP: HEA

BASE CONTRACT DAYS PER FISCAL YEAR: 180

FLSA STATUS: Exempt

Plus additional days as provided by the HEA bargaining agreement

SUMMARY: A Special Education teacher works with students found eligible for special education services through the Highline Public School's Special education process of identification and evaluation. Eligible students access learning in their Least Restrictive Environment determined by their IEP (Individualized Education Plan) team. Instruction is provided by certificated teachers with Special Education degrees or endorsements.

CONTEXT AND WHO WE ARE: Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

OUR PROMISE: *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Develop and maintain compliant Individual Education Plans (IEP) and other compliance documents.
- Provide interventions and systematic, purposeful instruction at student's instructional level...
- Develop, implement, and adjust appropriate programming that provides access to a students' Least Restrictive Environment (LRE).
- Utilize data and frequent, ongoing progress monitoring systems to inform instructional decisions and /or revisions.
- Complete transition plans for students turning 16-or earlier if appropriate.
- Train and supervise paraprofessional service delivery.
- Design and implement targeted intervention strategies
- Observe, evaluate and complete Functional Behavior Assessments collaboratively with the IEP team.
- Write and implement Behavior Intervention Plans and, through observation and evaluation, adjust as needed.
- Confer with parents.

Special Education Case Manager

The Special Education Case Manager supports students through a flexible caseload, which may be organized by specific grade levels or grade bands. Students receive Specially Designed Instruction (SDI) tailored to their areas of eligibility, which may include academic, non-academic, and/or behavior. Whenever possible, students access instruction in inclusive general education settings, with services integrated into these environments or delivered through a co-teaching model. Additionally, small-group or individualized direct instruction is provided in flexible learning spaces, based on each student's specific needs

A Special Education Case Manager will:

- Collaborate with general education teachers and other service providers regarding supports, resources, accommodations, and modifications that will support students in accessing all school and learning environments.

Emotional Behavior Center (EBC) Assignment Responsibilities

An Emotional Behavioral Center teacher works students eligible for special education services with behavioral and emotional needs placed in a district supported program. The classroom setting will support the needs of a variety of students on a continuum ranging from fully self-contained to support for a small segments of the day when students are accessing general education settings.

A Special Education teacher in an Emotional Behavior Center will:

- Teach positive behavior skills including anger management, solution finding and social skills.
- Write social and behavioral goals/objectives that provide students with skills to access the general education learning environment.
- Design and implement targeted intervention strategies related to behavior, and academics as appropriate.
- Work with IEP team to access community resources for student and family including wraparound therapeutic supports.
- Implement consistent behavior management system.
- Implement conflict resolution strategies.
- Complete and maintain (district-sponsored) CPI (Crisis Prevention Institute) certification and implement strategies.

Integrated Learning Center (ILC) Assignment Responsibilities

An Integrated Learning Center (ILC) teacher serves students found eligible for special education services with extensive cognitive/functional needs. Students may exhibit some or all of the following characteristics; low cognitive ability, significant adaptive needs, significant delay in communication, social skills and motor skills, medical and/or safety concerns.

A Special Education teacher in an Integrated Learning Center will:

- Collaborate with other professionals and parents regarding student specific programming and supports.
- Develop and implement positive behavioral support plans.
- Confer with parents about student progress and provide support and guidance in using community resources.
- Instruct students in academic subjects utilizing various teaching techniques targeted to student need.
- Instruct students in daily living skills required for independent maintenance and economic self-sufficiency, such as hygiene, safety, and food preparation.
- Administer and interpret results of ability and achievement tests to guide to instructional decisions.

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- Complete and maintain (district-sponsored) CPI (Crisis Prevention Institute) certification and implement strategies.

Intensive Academic Center (IAC) Assignment Responsibilities

An Intensive Academic Center teacher serves students found eligible for special education students placed in a district supported program who require a higher level of re-teaching and practice to access learning and require support in acquiring and generalizing social communication and social skills. Students placed in this program will exhibit significant needs in one or more academic area and may need to access alternative curricular resources. Students may require significant related service supports, and/or exhibit low adaptive functioning skills.

A Special Education teacher in an Intensive Academic Center will:

- Implement intervention based on student assessment and evaluation.
- Utilize data and frequent ongoing progress monitoring systems to inform instructional decisions or revisions.
- Facilitate interventions that show an increase in intensity and/or duration.
- Design and implement appropriate accommodations and modifications.
- Establish and communicate clear lesson and intervention purpose.
- Confer with parents about student progress and provide support and guidance in using community resources.
- Complete and maintain (district-sponsored) CPI (Crisis Prevention Institute) certification and implement strategies.
- Develop and implement positive behavioral support plans.

Integrated Kindergarten (IK) Assignment Responsibilities

An Integrated Kindergarten teacher is dually endorsed in Special Education and General Education and serves students in a classroom setting with smaller student to teacher ratios of students eligible for special education services and those who are not. Students access grade level, core curriculum resources for instruction. Students eligible for special education services receive their daily instruction through modifications and adaptations to the general education curriculum.

- Collaborate with general education teachers, literacy/math coaches and other service providers to plan/program for a wide range of student needs.
- Implement interventions based on student assessments and evaluations.
- Establish and communicate clear lesson and intervention purpose.
- Design and implement student interventions that are responsive to changing needs for intensity and /or duration.
- Utilize data and frequent, ongoing progress monitoring systems to inform instructional decisions and/or revisions.
- Coach and support student behavior related to teacher, school and community expectations.

Learning Resource Center (LRC) Assignment Responsibilities

The Special Education Learning Resource Center (LRC) teacher serves students with identified disabilities who require Specially Designed Instruction (SDI) in one or more academic or non-academic areas. Students in this classroom setting typically receive a large portion of their daily instruction through general education alongside their general education peers. Students will receive SDI based on their IEPs, which may be delivered through various models including co-teaching, push-in, or pull-out support.

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- Implement interventions based on student assessments and evaluations.
- Establish and communicate clear lesson and intervention purpose.
- Schedule student interventions that are responsive to changing needs for intensity and /or duration.
- Utilize data and frequent, ongoing progress monitoring systems to inform instructional decisions and/or revisions.
- Collaborate with general education teachers, literacy/math coaches and other service providers to plan/program for a wide range of student needs.
- Coach and support student behavior related to teacher, school and community expectations.
- Implement and model behavioral intervention and de-escalation strategies across settings.

Deaf and Hard-of-Hearing (DHH) Assignment Responsibilities

The Special Education Deaf and Hard-of-Hearing teacher serves identified deaf and hard-of-hearing special education students who may or may not have other disabilities. Students served in a DHH setting may be served in a general education classroom, Learning Resource Center setting or a self-contained setting with interpreters and/or other auditory supports depending on areas of eligibility.

- Design and implement programming that assists DHH students in navigating academic and social settings.
- Work closely with sign language interpreters to problem-solve academic, social and behavioral issues of DHH students in inclusive settings.
- Assist with the establishment and supervision of internships, community service and vocational learning opportunities as appropriate.
- Train and supervise paraprofessional service delivery.
- Collaborate with general education teachers, literacy/math coaches and other service providers to plan/program for a wide range of student needs.
- Establish and communicate clear lesson and intervention purpose.
- Schedule student interventions that are responsive to changing needs for intensity and /or duration.

Teacher of the Visually Impaired/(Orientation and Mobility) (TVI) Assignment Responsibilities

The Special Education Teacher of the Visually Impaired assesses plans, organizes and teaches orientation & mobility/vision compensatory skills for visually impaired students ages 3 through 21 in the school and community. Direct service as well as consultation is provided to students, schools, staff and parents. The teacher works with other staff to integrate students into the regular classroom. The teacher travels to the student's assigned schools and/or homes to provide direction and/or consultative special education services relating to the vision loss.

- Provide Specially Designed Instruction (SDI) in the appropriate educational media: regular print, large print, braille, auditory or a combination for students with visual impairments, as determined by the IEP.
- Be knowledgeable about community funding available for the students with vision impairments.
- Provide in-service training to general and special education personnel, administrative personnel, sighted peers and parents concerning the O&M needs of the student and appropriate methods for interacting with the student with vision impairments that will foster maximum independence and safety.
- Instruct the visually impaired student in the development of skills and knowledge that enables him/her to travel independently based on the IEP.
- Teach students with vision impairments to travel with proficiency, safety and confidence in familiar and unfamiliar environments.
- Transport the student to various community locations, as necessary, to provide meaningful instruction in realistic learning environments.
- Be responsible for the student's safety at all times and in all teaching environments while fostering maximum independence.
- Actively participate/collaborate in an instructional team with other Special Education staff who are serving students with vision impairments.

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- Interpret and explain eye conditions and educational implications for school staff responsible for instruction of students with visual impairments
- Register students with visual impairments with appropriate agencies such as Recordings for the Blind and Dyslexic, Washington Talking Book and Braille Library, Washington Instructional Resources Center and Department of Services for the Blind

Teacher/Early Childhood Special Education (ECSE) Assignment Responsibilities

An Early Childhood Special Education teacher serves preschool and Kindergarten students eligible for special education services with a variety of mild to severe disabilities. These classrooms provide instruction in the areas of delay in order for the student to gain skills needed to be successful in his or her environment. Certificated special education teachers and related service personnel deliver instruction utilizing research based and sensory methods that target and support the growth of developmentally appropriate and specific skills. Organized and guided play activities provide opportunities for practice of recently learned skills.

- Provide instruction utilizing district supported Early Learning Curriculum resources.
- Implement interventions based on student assessments and evaluations
- Schedule student interventions that are responsive to changing needs for intensity and /or duration
- Utilize data and frequent, ongoing progress monitoring systems to inform decisions and/or revisions
- Train and supervise paraprofessional service delivery
- Collaborate with related service personnel to create integrated IEP plans and implementation
- Establish and communicate clear lesson and intervention purpose

Adaptive P.E. (APE) Assignment Responsibilities

The Adapted Physical Education (APE) Teacher assesses and provides specially designed physical education instructions for prescribed special education students with motor and/or cognitive delays/difficulties that negatively impact their success in the educational/physical education setting. Position requires being an itinerant and traveling to different school sites within the district.

- Responsible to administer APE evaluations:
 - Assess student's level of functioning with physical education skills and concepts and its effect upon his/her success and safety in the general PE setting.
 - Submit assessment report to evaluation team.
- Plan and provide service delivery:
 - Establish areas of focus for individual students, 7th – 12th. (Uses the district special education program to develop IEP goals and objectives, supplemental aides and services).
 - Implement program to achieve established goals.
- Collaborate and consult with parents, special education teachers, classroom teachers, school evaluation teams, physical education teachers, adapted physical education teachers, occupational and physical therapists, psychologists and others as needed.

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

A valid Washington State Teacher with a Special Education endorsement K-12 and endorsement in core subject areas assigned or a passing WEST E test score in core subject area assigned

ADDITIONAL REQUIREMENTS:

Valid Washington State driver's license and proof of insurance

Training or experience in serving students with mild to severe disabilities

CONDITION OF EMPLOYMENT:

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Pass a post hire, pre-employment physical assessment test

Criminal background clearance

First Aid and CPR Certification and maintain certification

All certificates, licenses, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

Complete and maintain Crisis Prevention Intervention (CPI) certification and implement strategies; annual renewal is mandatory for the following program staff:

- Early Childhood Special Education (ECSE)
- Integrated Kindergarten (IK)
- Intensive Academic Center (IAC)
- Integrated Learning Center (ILC)
- Emotional Behavioral Center (EBC)
- Community Based Services (CBS)

KNOWLEDGE OF:

Washington State Essential Learning Standards based instruction

Federal and state regulations for special education

Instructional methodology for a variety of disability categories such as; autism, behavioral disabilities, and specific learning disabilities

Individuals with Disabilities Education Act and how to apply Least Restrictive Environment (LRE)

School board policies and procedures

ABILITY TO:

Communicate effectively verbally and in writing

Maintain classroom management

Demonstrate ability to physically interact with students, including lifting and diapering

Manage and supervise the work of others

Conduct functional behavioral assessments (FBAs) to aid in the development of behavior intervention plans (BIPs).

Adapt instructional materials and strategies to accommodate the wide range of skills which exist in a regular classroom

Collaborate and build relationships with general education teachers, related service providers, other support staff and parents to plan/program for a wide range of student needs

Participate in in-service training and program development activities

Complete and maintain district sponsored Crisis Prevention Institute (CPI) certification and implement strategies annually

Utilize technology for Special Education related compliance paperwork.

Comply with school board policies and follow administrative procedures

REPORTING RELATIONSHIP: Principal, Department Administrator, or designee

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand/walk and use hands, for repetitive grasping and pushing/pulling. The employee will occasionally sit, bend neck and back, use hands for pushing/pulling, use hands for fine manipulation, squat, kneel, climb stairs/ladders, reach overhead, lift overhead, knee stand, lift and carry, and push/pull. The employee is required to constantly lift/carry less than 10 lbs. and frequently will lift/carry a maximum of 20 lbs. The employee will occasionally lift/carry a maximum of 52 lbs. This position requires pushing a maximum force of 32 lbs. and pulling up to a maximum force of 31 lbs. Anything over the weight limits should be done as a two-person lift or with a mechanical lift.

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WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate. The employee is occasionally required to work outdoors. The flooring is both carpeted and linoleum. The employee is required to properly wear any personal protection equipment supplied by the District. The employee is exposed to infectious diseases carried by children.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

CLASSIFICATION HISTORY

Revised Duties and Responsibilities to include Case Manager portfolio as outlined by Dir of Special Education, 2025.04.10
Updated Context and Disclosures sections, 2024.05.28

Revised Condition of Employment section, 2021.12.07

Revised by Human Resources to add adaptive PE responsibilities, 2021.09.16

Revised the CPI certification language under "Conditions of Employment", 2019.08.22

Consolidated descriptions by Dir Special Education and updated Context and Mission by Human Resources, 2018.04.19

Updated by Human Resources, 2016.06.07

Transferred to newest format by Human Resources, 2014.01.07

Created by Human Resources, 2013.12.06

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, titleixofficer@highlineschools.org; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscoordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166