KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Soldotna, Alaska

NOTICE OF VACANCY
February 7, 2026

2026-27

Job Title:	Special Education Resource Teacher	Salary:	DOE – Negotiations in Progress
Location:	Kenai Central High School Kenai, Alaska	# of Days:	188

JOB QUALIFICATIONS: To apply, a candidate must have or be eligible to obtain a current Alaska Teacher Certificate issued by the Alaska Department of Education with an endorsement in Special Education or equivalent. Motivating students while providing an appropriate and positive learning environment is necessary. Work effectively with staff, administration, and the community in a collaborative teaching model. Ability to organize and prioritize the needs of students collectively and individually. Interpersonal skills and experience working with various staff members in team planning and collaboration.

JOB DESCRIPTION: Collaborate as part of a building team to plan and deliver a coordinated program of instruction for students with disabilities using varied methodologies, including direct instruction, co-teaching, and consultative models. Coordinate effectively with related service providers to ensure cohesive student instruction and service delivery. Provide individualized instruction that meets each student's needs, abilities, and interests as determined by assessments, records, and observations. Deliver district curriculum aligned with standards and consistent with students' IEPs, adapting content and materials as needed for access. Develop and implement differentiated lessons targeting academic, social/emotional/behavioral, adaptive, and pre-vocational skill development for each student. Instruct students with a range of disabilities, including cognitive disabilities and behavioral challenges, using evidence-based strategies and accommodations. Conduct formal and informal assessments; collect, analyze, and interpret progress data to inform instruction and IEP goals. Prepare and maintain case files, assessment records, and IEP documentation in compliance with state and federal timelines. Lead and facilitate effective, well-organized IEP meetings and parent/teacher conferences; communicate progress and collaborate on goal setting. Create and manage individual student schedules and paraprofessional assignments, coordinating multiple services provided by related service personnel. Provide program direction, training, and supervision for paraprofessionals to ensure consistent implementation of instructional and behavioral plans. Develop and implement positive, proactive behavior supports and behavior intervention plans; manage and correct a wide variety of student behaviors using developmentally appropriate strategies. Maintain a positive, respectful. orderly, safe, and accessible learning environment that promotes student engagement and independence. Stay current with developments in special education practice; demonstrate mastery of content, pedagogy, student needs, resources, and accommodation strategies to support curriculum access. Reports directly to the building administrator and works cooperatively with the district administration. Supervises and provides direction to paraprofessionals and coordinates services with related service providers and external agencies. Perform other duties as assigned by the building administrator to support student learning and program quality.

CERTIFICATION REQUIREMENTS: Must have a current Alaska Teacher Certificate issued by the Alaska Department of Education with an endorsement in Special Education or equivalent on/or before the first contract day. Teachers instructing students in grades K-3 must have or be willing to obtain the Alaska Reads Act Reading Endorsement, as required by state regulations.

LANGUAGE SKILLS: Ability to read, analyze and interpret professional journals, technical procedures or governmental regulations. Ability to write reports, IEP documents, and professional correspondence. Ability to effectively present information and respond to questions from groups of administrators, staff, parents, and the general public.

MATHEMATICAL SKILL: Ability to add, subtract, multiply, and divide into all units of measure using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percentage and draw and interpret bar graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Ability to solve practical problems and deal with various concrete variables in situations with limited standardization. Ability to interpret multiple instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on district and school objectives and the needs and abilities of students to whom assigned. The ability to de-escalate students with behavioral crises, develop and implement Positive Behavioral Intervention Plans, and work closely with school psychologists. Ability to respond in a manner that protects students and staff safety during physical outbursts by students. Ability to establish and maintain effective relationships with students, peers, and parents, oral and written communication skills. Ability to perform duties with awareness of all district requirements and Board of Education policies. The position requires the individual to meet multiple demands from several people and interact professionally with the public and other staff.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to stand, talk, hear, observe, walk, bend, lift, reach, and sit. While performing the duties of this job, the employee will occasionally push or lift to 50 lbs. The duties will occasionally require lifting students, positioning students, and providing physical assistance for students with limited mobility under the training and direction of a physical therapist and in partnership with other professionals. Requires the ability to respond in a manner that protects students and staff safety during physical outbursts by students. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. Specific vision abilities this job requires include close vision, such as reading handwritten or typed material and adjusting focus.
The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements.

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