

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Soldotna, Alaska

NOTICE OF VACANCY
February 18, 2026

2026-27

Job Title:	Special Education Intensive Needs Teacher	Salary:	DOE – Negotiations in Progress
Location:	Soldotna High School Soldotna, Alaska	# Days:	188

JOB QUALIFICATIONS: To apply, candidates 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. Experience and training in instructing students who experience significant and/or complex disabilities strongly preferred. Demonstrated ability to work cooperatively with school staff and multiple related-services providers (OT, PT, SLP, behavior specialists, others) and to communicate effectively with families. Knowledge of differentiated instruction, functional curriculum, positive behavior supports, and transition planning for adulthood (secondary). Ability to develop long-range lesson and program plans. These positions serve a heterogeneous, cross-categorical caseload and requires flexible grouping and instructional delivery to meet varied student needs as determined by individual school’s student needs.

JOB DESCRIPTION: Design, deliver, and adapt instruction to meet each student’s IEP goals and the district curriculum, using a range of methodologies (direct instruction, task analysis, community-based instruction, assistive technology, augmentative communication, etc.). Provide instruction for academic, adaptive/daily living skills, social-communication, behavioral, and pre-vocational/transition objectives for students with diverse needs. Support students’ physical needs, including safe transfers, positioning, mobility, and personal care, under training and direction of related service providers. Maintain accurate special education records, assessments, progress data, and IEPs in compliance with state and federal timelines and district procedures. Write, lead, and facilitate IEP meetings and parent conferences; communicate regularly with families and stakeholders. Collaborate with classroom teachers, related service providers, administration, and community partners to create inclusive opportunities and coordinated services. Implement and monitor positive behavior supports and individualized behavior intervention plans; collaborate with school psychologists and behavior specialists. Collect, analyze, and use data to guide instruction, progress monitoring, and decision-making. Arrange and supervise community-based instruction and transition activities as appropriate. Maintain a safe, orderly, accessible, and respectful classroom environment. Participate in professional development and remain current in best practices for special education and related fields. Reports directly to the building administrator and works cooperatively with the district administration. Supervises and provides training, direction, and schedules 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 percent 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. 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 student 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.

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 to protect student 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 the ability to adjust 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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