

# Wauconda Community Unit School District #118

<b>TITLE:</b>	<b>ELEM. SPECIAL EDUCATION TEACHER (LBS)</b>
<b>QUALIFICATIONS:</b>	Professional Educator License with a LBS I Endorsement Certification in CPI (or willing to get and maintain yearly) Experience in or interest in working with young children with severe needs Training (or willing to attend training) on TEACHH, STAR, progress monitoring systems, and classroom management
<b>REPORT TO:</b>	Principal and the Director of Specialized Programs
<b>CONTRACT:</b>	180 days
<b>SALARY:</b>	Determined by the terms and conditions outlined in the teacher's contract

## **Job Description:**

The elementary special education teacher will provide support to students on the autism spectrum who require evidence-based methodologies to make progress in communication, social, academic, and functional skills. The teacher is responsible for planning instruction and adaptation of the curriculum to accommodate students in the learning process. The teacher will function as the case manager for students with individualized education programs (IEPs) and oversees their compliance.

## **Primary Responsibilities:**

1. Comply with timelines, laws, and regulations related to district, state, and federal policies and procedures.
2. Develop IEPs that are both timely and compliant.
3. Plan and implement academic and functional instruction using evidence-based methods (e.g., Direct Instruction) and modified curriculum materials (e.g., VB-MAPP, Unique, STAR, TEACHH) for students who exhibit communication, social, and behavioral challenges.
4. Plan and implement non-academic instruction, such as social skills, sensory oral skills, feeding, toilet training/hygiene, and community-based instruction.
5. Document and share student progress on goals and objectives.
6. Collaborate with all service providers, general education teachers, and other staff to support students' needs.
7. Differentiate instruction to meet individual student's needs and progress.
8. Develop, implement, and evaluate the effectiveness of behavior intervention plans and carry out these plans with fidelity until they are modified by the team.
9. Use CPI training and an understanding of the function of behavior to prevent behavior and intervene safely and effectively, including restraint when part of a written plan.
10. Maintain consistent contact with parents.
11. Participate in building-level meetings as directed by the building principal.

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12. Participate in special education meetings as directed by the special education supervisor and collaborate with all staff involved with the students.
13. Maintain an electronic log to document students' goals and objectives, accommodations, and other IEP-related services.
14. Fulfill district and state professional development requirements.
15. Prepare and monitor legal and educationally appropriate special education documents, including IEPs.
16. Integrate technology use in the classroom.
17. Perform other duties as assigned by the special education administrator and building administration.

This description is intended to provide a general idea of the type and level of work being performed by the person assigned to the job. It does not include an exhaustive list of all duties and responsibilities required of the employee.

### **Physical Demands:**

1. Lifting, carrying, pushing, and/or pulling.
2. Assisting with lifting, holding, or positioning students with disabilities (including physical, behavioral, and learning).
3. Sitting or stooping on the floor for extended periods of time.
4. Standing or bending over repeatedly throughout the day.
5. Completing outside duties such as assisting with transportation transfer, field trips, and supervising students on the playground.
6. Working well in noisy and crowded environments.
7. Independent mobility to move about the classroom and school throughout the day.
8. Vision abilities required for this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
9. Performing other duties as assigned by the special education supervisor and building administration.