



Little Falls Community Schools

14750 Riverwood Drive | Little Falls, MN 56345
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POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Special Education Teacher	Department / Building: Districtwide
Reports To: Building and District Administration	FLSA Status: Exempt
Grade / Subgrade:	Bargaining / Work Unit: EMLF/Teacher
Duty Year: 182 days (approximately)	Position Last Updated: 3/21/2025

SECTION II: JOB SUMMARY

The Special Education Teacher provides individualized instruction, accommodations, and modifications to students with disabilities to support their educational progress and overall development. This role involves assessing student needs, developing and implementing Individualized Education Programs (IEPs), collaborating with colleagues and families, and ensuring compliance with special education laws and district policies. Special education teachers may work with students across various settings, including resource rooms, self-contained classrooms, and transition programs.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	Statement of duty/responsibility: Instruction and Individualization Education Program (IEP) Implementation
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Tasks involved in fulfilling above duty/responsibility:

- Develop and deliver specially designed instruction aligned with students' IEP goals.
- Adapt and modify curriculum to meet the diverse needs of students.
- Utilize evidence-based instructional strategies to promote student learning.
- Implement accommodations and modifications in the least restrictive/most inclusive environment.
- Collect and analyze data to monitor student progress and adjust instruction as needed.

Duty/Responsibility #	2	Statement of duty/responsibility: Assessment and Progress Monitoring
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Tasks involved in fulfilling above duty/responsibility:

- Conduct academic assessments to determine student eligibility and instructional needs.
- Develop evaluation reports and participate in eligibility determination meetings.
- Monitor and document student progress through data collection and observation.
- Provide input on student progress for IEP meetings and reevaluations.
- Collaborate with case managers and multidisciplinary teams to support student success.

Duty/Responsibility #	3	Statement of duty/responsibility: Collaboration and Communication
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Tasks involved in fulfilling above duty/responsibility:

- Work closely with general education teachers to co-teach, provide in-class support, and ensure appropriate modifications and accommodations.
- Collaborate with administration, related service providers, paraprofessionals, and support staff.
- Communicate regularly with families to discuss student progress and concerns.
- Serve as a liaison between school, home, and community agencies.
- Participate in staff, department, data, and intervention team meetings to ensure coordinated student services.

Duty/Responsibility #	4	Statement of duty/responsibility: Behavior and Classroom Management
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Tasks involved in fulfilling above duty/responsibility:

- Implement positive behavior interventions and supports (PBIS) to foster student success.
- Manage classroom routines and expectations to create a structured learning environment.
- Address student behavior through de-escalation strategies and individualized behavior plans.
- Provide social-emotional learning opportunities to support student development.
- Collaborate with behavioral specialists and school psychologists as needed.
- Provide training and coaching for paraprofessionals and staff in effective behavior management techniques.

Duty/Responsibility #	5	Statement of duty/responsibility: Compliance and Professional Responsibilities
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Tasks involved in fulfilling above duty/responsibility:

- Support the completion of Medicaid billing documentation by collaborating with related service providers and paraprofessionals to ensure accurate reporting of services.
- Maintain required records and assist in ensuring compliance with third-party reimbursement procedures as outlined by district and state guidelines.
- Ensure compliance with state and federal laws, including IDEA and Section 504.
- Maintain accurate and confidential student records, including IEP documentation.
- Complete required reports, due process paperwork, and third-party billing documentation.
- Complete and stay up to date on CPI training (verbal and physical de-escalation).
- Stay current with best practices and district policies through ongoing professional development.

Perform other duties as assigned or requested.

SECTION IV: WORK REQUIREMENTS AND CHARACTERISTICS

Education/Certification Requirement: Bachelor's Degree in Special Education or related field required. Must hold a valid Minnesota Special Education teaching license as required for the specific position.

Experience: Experience working with students with disabilities preferred.

Essential Skills:

- Ability to modify instruction and interventions to meet the diverse needs of students.
- Strong interpersonal skills to work with teachers, paraprofessionals, and specialists.
- Clear verbal and written communication with students, families, and staff.
- Ability to assess student progress and adjust instruction accordingly.
- Implementation of evidence-based strategies for student engagement.
- Ability to balance teaching, paperwork, and meetings efficiently.
- Understanding of IDEA, Section 504, and federal/state regulations.
- Use of assistive technology, student information systems, and digital tools.

SECTION V: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Demands				
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)				
Physical		Lifting/Carrying	Exposure to Environmentals	
Standing	F	Up to 10 pounds	C Possible exposure to blood-borne pathogens through body and/or body fluids	N
Walking	F	Up to 25 pounds	O Toxic chemicals	N
Sitting	F	Up to 50 pounds	O Moving parts	N
Talking in person/on the phone	F	Up to 75 pounds	N Electrical shock risk	N
Pushing/pulling	F	Up to 100 pounds	N Explosives	N
Hearing	F	More than 100 pounds	N Fumes	N
Feeling, grasping, finger dexterity	C	Noise Levels	Extreme cold (non-weather)	N
Climbing, balancing	O	Quiet (i.e. private office)	F Extreme heat (non-weather)	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with printers, light traffic)	F Varying weather conditions	N
Crouching, crawling, kneeling, squatting	O	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	F Sight	
Stretching/reaching with hands and arms	F	Very loud noise (i.e. jack hammer, front row rock concert)	O Vision for close work/ability to adjust focus	O
Distinguishing smell	N		Looking at computer monitor	F

Distinguishing temperature	N		Color vision (identify and distinguish colors)	O
Traveling by automobile	O		Peripheral, depth perception	O

SECTION VI: STANDARDS OF CONDUCT AND JOB PERFORMANCE

Performance of Duties. Employees must faithfully perform, at a professional level of competence, the services and duties prescribed by the District, regardless of whether such duties are specifically described in policy, in a job description, in a notice of assignment, or in another document. Prompt and regular attendance is an essential function of each employee's job. Employees must also comply with all lawful directives issued by the Superintendent or by any other individual with supervisory authority. In addition, employees must comply with all applicable federal and state laws and with all rules, regulations, and policies established by the District. Employees may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with the interests of the District. Toward that end, employees may not engage or participate in any action or conduct that is inconsistent with their job duties, the basic educational mission of the District, or the desired image of the District.