

**Orcas Island School District  
Job Description**

**TEACHER - SPECIAL EDUCATION (PK – 12)**

**Reports to:** Director of Special Services

**FLSA Status:** Exempt

**Work Schedule:** 180 School Days

**Evaluated By:** Director of Special Services

**Salary:** Per current OEA negotiated salary schedule

**Hours per day:** 7.0

**JOB SUMMARY**

The Special Education teacher will create an educationally supportive, positive learning experience and instructional environment appropriate to the needs of students who are assigned to their caseload. This includes providing each student with the academic content areas as well as the knowledge, skills, values and attitudes to lead self-sufficient, healthy, productive, socially responsible lives to the best of their individual potential. The teacher will document student progress, activities and outcomes; address specific educational needs of students; and provide feedback to students, parents, and administration regarding student progress, expectations, and goals.

**JOB DUTIES AND RESPONSIBILITIES**

This list of job duties and responsibilities is not exhaustive and may be supplemented as necessary.

**Essential Functions:**

- Demonstrate the ability to design, implement and evaluate effective academic, adaptive, social/emotional, and behavioral programs, goals, and interventions for students identified with autism spectrum disabilities, learning disabilities, emotional behavioral disabilities, intellectual disabilities, and other disabling conditions.
- Develop Individual Educational Plans (IEPs) which include measurable goals and objectives identified as needed by the students' most recent evaluation while using effective written communication skills to develop meaningful collaborative relationships between school and home.
- Participate in meetings and be able to develop plans for intervention that include functional behavior assessments, behavior intervention plans, sensory diets, and any other programming that may be needed for individual student progress and growth.
- Exhibit strong skills in instructional strategies and intervention curriculum and best practices that can be carried over in the classroom via material preparation and appropriate lesson plans. Establish individual daily schedules appropriate to individual programming.
- Possess a working knowledge of current special education regulations, issues, and various service delivery models for students. Be familiar with students who may have additional needs in the areas of vision, hearing, motor and cognitive function.
- Possess strong communication skills and willingness to consult and collaborate with special education staff, general teaching staff and building staff effectively, plus develop meaningful relationships between school and home with parents/guardians.
- Provide training to paraeducators in the areas of instructional strategies, behavior management, fine and gross motor, and sensory integration needs. Support classified staff so they are able to assist students where needed in both the special education classroom and the general education classes.
- Maintain confidentiality as required by law in all appropriate situations, adhere to the educational code of ethics, and support/uphold district policies and procedures.
- Possess a positive attitude about students and their needs, and show a willingness to be flexible and change as needed to enhance student learning and growth.
- Attend and participate in all required staff meetings and other activities deemed necessary by the district, building administrator, and special education director, in order to accomplish the objectives of the position.

**Minimum Qualifications; Education and Experience:**

- Valid Washington State Teaching Certificate with appropriate endorsement.
- Experience working with multiple disabilities including autism spectrum, health impairments, learning disabilities, developmental delays, and intellectual disabilities is highly desirable.
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance.
- Completion of all district required trainings within sixty (60) calendar days from date of hire.

**Knowledge, Skills and Abilities:**

- Knowledge and skill in instructional principles, methods and techniques for special populations.
- Knowledge of state, federal, district special education requirements and laws.
- Ability to develop annual appropriate Individual Education Plans and appropriately monitor progress.
- Commitment and ability to work with a full range of students while maintaining confidentiality.
- Skill in classroom management, student management, student discipline and developing positive techniques for improving student behavior including knowledge of PBIS and RTI/MTSS.
- Must possess a positive attitude about change and an eagerness to implement changes that will enhance student learning.
- Ability to establish and maintain positive effective working relationships and teamwork with a variety of students, staff, supervisors, and community.
- Ability to continue participation in staff development to maintain professional skills.
- Ability to serve as a role model and treat students as individuals in a professional manner.
- Ability to effectively integrate technology resources into the curriculum.

**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.

Employee is often required to sit or stand for prolonged periods of time. Employee may be exposed to infectious disease and/or exposure to student-carried diseases. Employee is frequently required to use fingers, hands, and arms in the course of employment and requires the ability to listen carefully while filtering out normal classroom noise. Ability to listen effectively, speak clearly and visually observe students on a routine basis is required. Employee must be able to lift 40 pounds or more and perform occasional bending, stooping, twisting and reaching above the shoulders.

**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.

Work is typically performed in a classroom or school environment. Attendance at extra-hours meetings is required along with the ability to deal effectively with distraught, angry or hostile individuals while representing the District on potentially sensitive matters. The employee must adjust to frequent interruptions in their work schedule. Exposure to normal levels of office dust, VDT screens, and office machines and associated chemicals are frequently encountered. The noise level in the work environment

The Orcas Island School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Section 504/ADA and IX Coordinator: [Lorena Stankevich](#), Director of Special Services, 360-376-1561, Orcas Island School District, 557 School Rd., Eastsound, WA 98245

Civil Rights Compliance Coordinator: [Eric Webb](#), Superintendent, 360-376-2284, Orcas Island School District, 557 School Road, Eastsound, WA 98245