

STRATFORD BOARD OF EDUCATION JOB DESCRIPTION

<u>JOB TITLE:</u>	Special Education Teacher for Self-Contained Programs
<u>SUPERVISOR:</u>	Building Principal/Supervisor of Specialized Programs
<u>PURPOSE:</u>	To maximize student growth and independence by providing specially designed instruction to students with exceptionalities across academic, social-emotional, behavioral, and functional domains within a self-contained environment. The Special Education Teacher designs and implements individualized learning experiences aligned with district-approved curricula and IEPs, monitors and documents progress, addresses students' unique learning needs, and creates a safe, supportive, and inclusive classroom that fosters student engagement and success in school and life.

Scope:

The Special Education Teacher for Self-contained Programs reports directly to the Supervisor of Specialized Programs and serves as an integral member of the multidisciplinary team. The teacher is responsible for delivering high-quality, individualized academic and social-emotional instruction to students with exceptionalities within a self-contained environment. In collaboration with families, related service providers, and general education staff, the teacher plays a central role in developing, implementing, and monitoring Individualized Education Programs (IEPs) that align with each student's unique strengths and areas of need.

Major Responsibilities:

This list represents essential duties performed by the Special Education Teacher for self-contained programs. It is not intended to be exhaustive, and additional duties may be assigned to support students and school initiatives.

- Conduct assessments and utilize formal and informal evaluation tools to identify students' strengths and areas of need, and recommend appropriate instructional strategies and interventions.
- Develop, implement, and monitor Individualized Education Programs (IEPs) in compliance with IDEA, ensuring goals are measurable, relevant, and aligned with students' needs.
- Provide direct instruction to students with exceptionalities in inclusive, small group, and pull-out settings, based on each student's IEP.
- Implement and support behavior intervention plans (BIPs) and positive behavior strategies in collaboration with the multidisciplinary team.
- Serve as case manager and self-contained classroom teacher for assigned students by coordinating all aspects of the special education process, including scheduling and facilitating Planning and Placement Team (PPT) meetings and ensuring timely communication with families.
- Collaborate with general education teachers, related service providers, and administrators to differentiate instruction and provide appropriate accommodations and modifications.
- Maintain accurate, up-to-date, and confidential student records, including service logs, progress reports, and required documentation in the district's data systems.
- Communicate regularly with parents and guardians to support student growth, foster home-school partnerships, and encourage family involvement.
- Participate actively as a member of multidisciplinary and IEP teams to support student programming and transitions.
- Coordinate with outside agencies, service providers, and institutions as needed to support student learning and post-secondary planning.
- Stay current with professional best practices, legal mandates, and instructional strategies through ongoing professional development and collegial collaboration.

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- Assist with the orientation and mentoring of new special education staff and contribute to in-service training as appropriate.
- Select and utilize appropriate materials, tools, and assistive technology to enhance instruction and meet student needs.
- Perform other duties as assigned by the Principal, Special Education Coordinator, Director of Pupil Services, Superintendent, or designee.

Qualification/Certification Requirements:

- Bachelor's degree from an accredited college or university in education discipline applicable to teaching assignment; Master's Degree in Special Education preferred.
- Valid Connecticut Special Education Certificate (165, 065, or equivalent).
- Successful prior special education teaching experience at the appropriate grade level is preferred.

Term of Employment

- School year per contract

Pay Grade

- Salary schedule per contract

Physical Demands:

- Ability to frequently remain in a stationary position (e.g., standing, sitting) for extended periods.
- Ability to move about the classroom, school building, and school grounds to provide instruction and support.
- Ability to lift, carry, push, or pull up to 25 pounds occasionally.
- Ability to physically assist students with mobility, positioning, or transfers, if required by student IEPs.
- Frequent bending, stooping, reaching, kneeling, or crouching to work with students at their level.
- Sufficient manual dexterity and close vision to operate instructional technology, educational tools, and standard office equipment.
- Ability to communicate effectively in both verbal and written form.
- Ability to respond quickly to student needs or emergencies, which may include quick movement or physical redirection of students in crises.
- Tolerance for exposure to noise levels and behaviors common in classroom environments, including those serving students with significant sensory, emotional, or behavioral needs.