

IMPERIAL UNIFIED SCHOOL DISTRICT

SPECIAL DAY CLASS-MILD/MODERATE - RESOURCE SPECIALIST

Special Day Class-Mild/Moderate – Resource Specialist

Under the supervision of the site administrator and or District Administrator/SPED Director, the Special Day Class teacher/RSP provides special education services to students identified as disabled in accordance with state and federal regulations. Work involves developing and implementing the Individual Education Program in classroom settings that are compatible with the student's age and developmental level. Serves as an integral member of the team which performs student assessments, designs instructional plans and reviews student program. The Special Education Teacher provides individual, small group and whole-class instruction as appropriate according to Federal, Master Plan, and school-level requirements for individuals with exceptional needs. Performs other duties as directed by the site administrator and the District Superintendent.

Major Duties and Responsibilities:

1. Teaches students with learning disabilities in a small group setting and or integrated within a general education classroom the portions of a basic educational program that are in keeping with individual abilities and in alignment with District-adopted core curriculum and state standards. Includes support for those elements which develop the maximum amount of self-reliance and functional independence. Provides instruction to students using special techniques, equipment and materials as specified in the IEP and directs the work of classroom aides and volunteers as necessary.
2. Is responsible for the development of Individual Education Programs (IEP) for students with disabilities; determines goals in alignment with state standards and District-adopted core curriculum; implements the IEP; and uses diagnostic information obtained from tests and other assessment procedures to update IEPs as needed.
3. May serve as a member of the Student Study Team as deemed appropriate. Serves as a member of the IEP team.
4. Serves as the primary case manager for Special Education purposes for students in the class and ensures that the IEP is implemented as written and as agreed to by the IEP team.
5. Promotes readiness to learn in areas of motor, community, vocational, and self-help skills through daily academic and functional learning blocks for language arts, math, science, and social studies as determined by the IEP team.
6. Blends basic skills including speech and language, motor, academics, and social skills into functional activities, as appropriate to the needs of the individual student.
7. Provides integrated learning opportunities in appropriate subjects as deemed appropriate by the IEP team.
8. Provides guidance to and utilizes instructional aides, community volunteers, and cross-age tutors to assist with instruction in a variety of environments in an effective manner.
9. Confers frequently with parents and professional staff members on the planning, implementing, and evaluating of each student's progress.
10. Confers with professional team members regarding eligibility for related services within educational service model.
11. Maintains ongoing communication with parents/guardians and outside professional consultants and agencies as appropriate to the needs of the student.

12. Maintains appropriate professional relationships with the school staff to facilitate the concept of mainstreaming and integration of students on a regular basis.
13. Performs those duties that are normally a part of the school staff activity and all other functions performed by regular classroom teachers.
14. Continues professional growth in the knowledge, laws, regulations, and practices of the education of students with special education needs.
15. Maintains progress records aligned to IEP goals and uses data collection to inform instructional decisions, supports research-based instruction, and demonstrates student achievement.

Supervision Exercised or Received

Under the immediate direction of the Site Administrator.

POSITION QUALIFICATIONS

Minimum Qualifications:

Credential:

Valid California special education credential authorizing the teaching of students with disabilities designated as mild/moderate; appropriate certification for teaching English Language Learners
If not fully credentialed, candidate must be willing to enroll in credential program and have at least 18 units in the subject area to qualify for a short term staff permit; or must be enrolled in a credential program and be eligible for an internship credential.

Education:

Bachelor's degree, including all courses needed to meet credential requirements.

Experience:

Two years of successful classroom teaching is normally required before assignment to this position. Experience in working with educationally handicapped children and/or in remedial teaching techniques, reteaching of reading, or reading center programs is desirable. Clinical experience with the neurologically handicapped is desirable.

Personal Qualities:

Appearance, grooming and personality which establish a desirable example for student. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher. Empathy for the educationally handicapped pupil.

Approved 7-11-19