

FREMONT SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: Pre-school Special Education Teacher/Case Manager

CONTRACT TYPE: Teacher's CBA

JOB GOAL: To identify, service, monitor, and release students with disabilities ages (2.5-6) in accordance with the New Hampshire Rules for the Education of Children with Disabilities, IDEA, and Fremont School District curriculum, instruction, and assessment frameworks. These responsibilities are provided through teaching preschool classes (both early childhood and special education).

QUALIFICATIONS:

1. Valid NHDOE certification or eligibility in Early Childhood Education and General Special Education Certification
2. Master's Degree in Early Childhood, Special Education or related field
3. Experience and other qualifications as specified by the Superintendent

REPORTS TO: Special Education Building Coordinator

PERFORMANCE RESPONSIBILITIES:

- Case manages students assigned, specifically pre-school students identified as special education
- Serves as a resource for information regarding assessments, interpreting data, specialized instruction, modifications, differentiated instruction, and accommodations
- Meets timeliness requirements outlined in federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100
- Provides services as prescribed in the IEPs of the students s/he case manages
- Identifies and implements state and local assessment accommodations and modifications for students with disabilities, if applicable
- Collaborates with administrators, guidance counselors, and other special education staff on behalf of pre-school students with disabilities
- Functions as a liaison between school and parents and fosters respectful and beneficial relationships between families and professionals
- Involves all families in the children's development and learning through respectful, reciprocal relationships and using multiple strategies and approaches
- Describes the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in general and special education
- Uses assessments to develop plans related to instruction, behavior, intervention, and direct service
- Chooses, administers, interprets, and reports formal and informal assessments that are instrumental in the special education process
- Uses a variety of assessment data and information to make modifications or accommodations to the instructional plan
- Uses effective assessment strategies, including, but not limited to, systematic observations and documentation, to identify areas of growth and challenge in individual children

- Develops IEPs, implements instruction and provides services based on
 - 1) human development of students with and without disabilities (across cognitive, social, emotional and physical areas);
 - 2) characteristics of various types of disabilities and their educational implications;
 - 3) the effect of language development on academic and social development;
 - 4) the diverse range of students' approaches to learning;
 - 5) the range of modifications and accommodations that can be used to support learning;
 - 6) the levels of instructional support used to meet the needs of the student with disabilities;
 - 7) realistic social behavior and social skills; and
 - 8) self-advocacy for increased independence in learning and daily functioning
- Uses facilitation and group problem-solving skills to develop, implement, and evaluate IEPs
- Facilitates the successful transitions of students with disabilities from early intervention, across settings and services, and into kindergarten
- Creates an environment of service, trust, and respect with the integration of students with disabilities into the self-contained and mainstream classroom
- Creates environments that are healthy, respectful, supportive, and challenging for all children
- Organizes physical space to provide a welcoming environment and to enhance individual and group learning activities
- Designs and teaches in learning environments that encourage individual academic success in one-to-one, small-group, and large-group settings
- Plans and implements the scope and sequence of the early childhood curriculum in the central concepts, skills, and tools of inquiry of the following areas: 1) language and literacy, 2) the arts, including the importance of high-quality, meaningful arts experiences to meet the developmental needs and support all children's creative expression, 3) mathematics, 4) health and physical activity, 5) science, including the unifying science concepts of systems, cycles, constancy and change, form and function; and 5) social studies
- Employs a wide repertoire of effective approaches, strategies, and tools to positively influence all children's development and learning
- Designs and implements lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities
- Uses positive relationships and respectful, supportive interactions with all children as the foundation for curriculum and instruction
- Integrates content areas across the curriculum
- Designs, implements, and evaluates a meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all children
- Uses technology as an instructional tool in developmentally appropriate ways
- Provides support and instruction to para-educator(s) in the pre-school classroom
- Uses a variety of positive behavior intervention and support (PBIS) techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities
- In the area of special education law, demonstrate the ability to understand and communicate the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process

- Advocates for appropriate services and sound educational practices for early childhood students with disabilities
- Employs professional standards related to early childhood education and ethical guidelines, as defined by the National Association for the Education of Young Children's Code of Ethical Conduct as revised April 2005
- Employs professional and ethical practices, including maintaining confidentiality and advocates for appropriate services and sound educational practices for students with disabilities

OTHER

Perform any additional duties as requested by the Special Education Building Coordinator or designee, which are consistent with the effective and orderly operation of this position and the Fremont School District goals and mission.

PHYSICAL ACTIVITY REQUIREMENTS

Primary Physical Requirements:

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|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.: | Frequently required |
| 2. Lift 11 to 25 lbs.: | Occasionally required |
| 3. Lift 25 to 50 lbs.: | Occasionally required |
| 4. Lift over 50 lbs.: | Not required |
| 5. Carry up to 10 lbs: | Frequently required |
| 6. Carry 11 to 25 lbs: | Occasionally required |
| 7. Carry 26 to 50 lbs: | Occasionally required |
| 8. Carry over 50 lbs: | Rarely required |
| 9. Reach above shoulder height: | Occasionally required |
| 10. Reach at shoulder height: | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull: | Rarely required |

Hand Manipulation:

- | | |
|----------------------------|--|
| 1. Grasping: | Occasionally required |
| 2. Handling: | Occasionally required |
| 3. Torquing: | Occasionally required |
| 4. Fingering | Frequently required |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX machines |

Other Physical Consideration:

- | | |
|---------------|-----------------|
| 1. Twisting: | Rarely required |
| 2. Bending: | Rarely required |
| 3. Crawling: | Rarely required |
| 4. Squatting: | Rarely required |
| 5. Kneeling: | Rarely required |
| 6. Crouching: | Rarely required |
| 7. Climbing: | Rarely required |
| 8. Balancing: | Rarely required |

Work Surface(s):

Varies: carpeting, linoleum, tile, etc.

During the Work Day, Employee is Required to:

	Consecutive Hours	Total Hours
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Walk	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Cognitive and Sensory Requirement(s):

1. Talking: Necessary for communicating with others.
2. Hearing: Necessary for receiving instructions and queries.
3. Sight: Necessary for doing job effectively and correctly.
4. Tasting and Smelling: Not required.

Specific Vocational Preparation Requirements:

1. Short demonstration only _____
2. Any beyond short demonstration up to and including 30 days _____
3. 30-90 days _____
4. 91-180 days _____
5. 181 days to 1 year _____
6. 1 to 2 years _____
7. 2 to 4 years _____
8. 4 to 10 years X
9. Over 10 years _____

Other Training, Skills and Experience Requirements:

Computer skills, knowledge of computer networks, knowledge of computer hardware and software, knowledge of curriculum and grant-writing skills.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit, stand, and walk as needed.

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.