



RIALTO UNIFIED SCHOOL DISTRICT

Education Specialist - Moderate/Severe Job Description

DEFINITION

The Special Education Moderate/Severe (M/S) Teacher works under the direction of the School Principal and the Director of Special Education. The Special Education Teacher, Moderate/Severe will provide instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe intellectual disability, multiple disabilities, and/or emotional disturbance; monitor and evaluate student progress and behavior; research, obtain and provide instructional materials for special education services; serve as an informational resource for students, parents, District personnel and community organizations; work within a pull-out/push-in environment or within a self-contained classroom.

ESSENTIAL DUTIES

- Provides specialized academic instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe intellectual disability, multiple disabilities, and/or serious emotional disturbance; participates in preparing Individual Education Plan (IEP) goals and objectives for eligible students.
- Guides the implementation of appropriate accommodations/modifications to ensure students' learning success in the general education classroom.
- Monitors and evaluates progress and behavior of eligible special education students; prepare progress reports and report card grades as appropriate.
- Prepares lessons and other instructional materials utilizing various teaching techniques which includes the basic skills commensurate with observable emotional, physical, intellectual and social needs of the students as determined by their Individual Education Program (IEP)
- Provides individual and small group instruction that addresses student needs in math, reading, spelling and language, physical education, vocational education, social and self-help skills.
- Confers periodically with psychologists, program director, and outside agency personnel, with regard to pupil welfare.
- Use effective classroom and/or behavior management techniques to achieve a safe and functional learning atmosphere for all students. This includes creating appropriate room displays, bulletin boards, and/or interest/learning centers and providing a more structured token economy system when necessary to reinforce positive pupil behavior, attitudes and social skills.
- Collects and analyzes behavioral data, completes communication logs and service tracker entries.
- Ability to redirect and promote positive behavior in lieu of maladaptive behaviors (cursing, spitting, hitting, kicking, biting).
- Assists paraprofessional staff members in development of planned remediation and evaluation of pupil progress.
- Plans and coordinates the work of instructional aides, teacher assistants, Mental Health aides, volunteers and other paraprofessionals.
- Arranges direct communication with receiving school personnel for each student upon movement to another school site within the district.
- Implements IEPs and manages IEP progress for students on your caseload (benchmarks, BIPs, IEP goal data tracking sheets, and all other IEP reports). Sends all required paperwork to all members of the IEP team in a timely manner before IEP meetings so all team members have time to review the documents beforehand.
- Follows district approved curriculum.
- Participates in curriculum and other developmental in-service programs within the school of assignment and/or on the district or consortium level.
- Participate in crisis communication and de-escalation techniques to assist in maintaining student behavior. Trained at least annually in the district-approved behavior management/crisis level program.
- Performs those duties outlined in the Title 5 Regulations on SED students.

QUALIFICATIONS

Experience and Education:

- Possession of a valid California teaching credential authorizing service as a Moderate/Severe teacher.
- Possession of valid EL Authorization.
- Possession of Autism Authorization.

PHYSICAL DEMANDS

Physical class:

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Regular classroom, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse campuses and sites of 10 to 40 acres which would include asphalt, grass on playgrounds and dirt.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours
Frequently/Medium - 3 to 6 hours
Constantly/High - 6 to 8 hours plus

Stooping:	Occasionally	Standing:	Occasionally
Bending:	Frequently	Kneeling:	Occasionally
Lifting:	Frequently	Sitting:	Occasionally
Reaching:	Frequently	*Driving:	Occasionally
Handling:	Frequently	Walking:	Frequently
Grasping:	Frequently	Push/Pull:	Occasionally
Fingering:	Frequently	Carrying:	Frequently

****Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

Frequent motion:

Keyboarding:	Occasionally	Twisting:	Frequently
Wrist flexion:	Frequently	Elbow flexion/extension:	Frequently
Reaching to shoulder level:	Occasionally	Forward should/neck flexion:	Frequently
Reaching above should level:	Occasionally	Reaching below shoulder level:	Frequently

Sensory requirements:

Ability to see:	Constantly	Ability to hear:	Constantly
Ability to talk:	Constantly	Ability to smell:	Constantly
Ability to touch:	Constantly		

Must be able to deal with these environmental considerations:

Heat:	Yes	Odor:	Yes
Noise:	Yes	Humidity:	Yes
Moisture:	Yes	Fluorescent lights:	Yes
Floor may be slippery at times:	Yes	Working in close quarters with others:	Yes
Working inside:	95% of the day	Working outside:	5% of the day

This job requires:

Alertness:	Constantly	Recall of names and dates:	Yes
Attention to detail:	Constantly	The use of two hands:	Constantly
Ability to work in temperatures down to 40 degrees and up to 110 degrees.			

Ability to deal with psychological factors:

Team work:	Yes	Frustration:	Medium
Repetitive Tasks:	Yes - High	Level of responsibility:	High
Must keep up with schedule:	High	Flexible:	Yes
Able to work overtime as needed:	Yes		

Physiological Factors:

Have a high level of consciousness:	Yes	Ability to comprehend and follow directions:	Yes
Orientation to time, place or person:	Yes	Able to keep up a high activity level during the shift:	Yes
Ability to read at 12 th grade level:	Yes		

District Requirements:

- Fingerprints on file as required by State law.
- TB Skin Test as required by State law.

**AN EQUAL-OPPORTUNITY EMPLOYER
RIALTO UNIFIED SCHOOL DISTRICT IS A "DRUG and TOBACCO-FREE WORKPLACE"**