

Browning Public Schools  
**Board Agenda Request**  
Meeting To Be Held: 6/27/2018



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**Recognition:**     Students                       Staff                       Parents  
**Information:**    Building Report             Old Business             Superintendent's Report  
**Action:**         Resignation                       Hiring                       Contract Service Agreements  
                     Travel Out-of-State             Travel In State             Approvals  
                     Termination                       Legal Matters             Other:  
                    This action request pertains to  Elementary (only)     High School/District Wide

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**Date:**        6/30/18

**To:**            **Corrina Guardipee-Hall**  
                    Superintendent

**From:**        Emorie Davis Bird  
**Title:**        Human Resource Director

**Subject:**    **Create SPED Teacher Position**

**Description:** Jill Mattingly, SPED Director is in need of another SPED Teacher for the school year 2018-19 due to the increasing population of SPED students. This position was left vacant for 1 year and we are asking the board to approve creating the position at Napi Elementary.

**Financial Impact:** Per CBA, certified master teacher contract and depending on qualification-experience-education

**Funding Source (Budget/grant, etc.):** SPED Budget

**Attachment(s):** SPED Teacher PD

**Approval:** Superintendent's Office/Finance/Personnel as applicable (Initial) \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**Board Action:**    N/A (Info)     Approved     Denied     Tabled to: \_\_\_\_\_

## **Browning Public Schools JOB DESCRIPTION**

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### Special Education Teacher

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#### Summary of Functions

Ensures students learn subject matter and skills that will contribute to their development and success as responsible citizens.

#### Essential Duties and Responsibilities

- 1) Planning – Plans a program of study that meets the individual needs, interests and abilities of the students as authorized by IEPs. Establishes clear objectives for all lessons, units and projects and communicates these objectives to students and their families.
- 2) Classroom Preparation - Prepares for individual or group instruction and shows written evidence of preparation upon request of supervisor. Creates a classroom environment that is conducive to learning and developmentally appropriate.
- 3) Instruction – Provides special education services in various combinations of settings; e.g., inclusive/integrated classrooms, resource rooms and/or self-contained programs. Guides the learning process toward the achievement of Montana State standards. Employs a variety of instructional techniques and media, consistent with the needs and capabilities of the individuals or student groups involved.
- 4) Assessment – Determines specific learning problems, skill deficiencies or social adjustment difficulties of students and initiates remediation programs in these areas. Assesses the accomplishments of students at least quarterly and provides progress reports as required. Seeks assistance and makes referrals, on a regular basis, to district specialists as needed.
- 5) Counseling – Counsels students in identifying and dealing with their academic and social problems. Provides opportunities for students to explore life and career goals.
- 6) Technical Support – Works closely with other teachers to help students maintain satisfactory class work, homework, and behavior. Makes available a wide range of teaching materials and equipment, including reading materials at many levels, instructional games and resource materials.
- 7) Supervision – Provides purposeful direction and supervision to teacher assistants and volunteers and evaluates their job performance.
- 8) Safety – Takes all necessary precautions to protect students, equipment, materials and facilities.
- 9) Student Conduct – Assists the administration in implementing all policies and rules governing student life and conduct. Develops reasonable rules for classroom behavior and procedure. Encourages students to set and maintain standards of classroom behavior. Maintains order in the classroom in a fair and just manner.
- 10) Student Activities – Supervises student related co-curricular and extra-curricular activities.

- 11) Home-School Relations – Communicates with parents through conferences and other means to discuss student progress and to interpret the school program.
- 12) Meetings – Attends staff meetings and serves on staff committees as required.
- 13) Training – Participates in in-service training programs, as assigned.
- 14) Reports – Maintains accurate, complete and correct records and prepares reports as required by law, district policy and administrative regulation.
- 15) Other – Performs such other functions as may be necessary to the work of the district.

#### Organizational Relationships

Supervised by and reports to the principal or designee.

#### Qualifications

Education/Experience – Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- Bachelor's degree in education.
- Montana teaching certificate (or qualifies to obtain) with Special Education endorsement (or be willing to enter internship program to obtain endorsement).
- Two (2) years successful contracted teaching experience.
- Knowledge of and experience in using technology in the delivery of curriculum and instruction.
- Strong communication, problem solving and organization skills.
- Ability to work with and motivate students.
- Ability to use effective assessment and instructional strategies to meet student needs in all curriculum areas.
- Genuine interest in teaching students.
- Physical ability to sit for a portion of the time; walk and stand for extended periods; and exert 10-20 pounds of force frequently to lift, carry, push, pull or otherwise move objects.
- Excellent work habits.

**Desirable Qualifications** – Prior special education teaching experience preferred. Prior teaching experience desired. Knowledge of and ability to assess and design instruction for a classroom of diverse learners. Experience in working in Native American communities. Technology skills desired.

**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.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.