



## Quileute Tribal School District

P.O. Box 39

La Push, WA 98350

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*The mission of the Quileute Tribal School is for all students to gain and retain the knowledge and skills necessary to make them responsible, productive citizens. They will develop problem solving skills, communication skills, and self-sufficiency skills that will allow them to interact at all levels of society. They will protect, preserve and enhance the Quileute language and culture for future generations.*

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### **POSITION DESCRIPTION**

**JOB TITLE AND FILE NAME:** K-12 Special Education Teacher  
**EXEMPT:** No  
**SALARY LEVEL:** \$47,546 to \$89,616 for 180 days of service  
**SHIFT:** 8-hours per day – Full school year  
**LOCATION:** Quileute Tribal School  
**EMPLOYEE:** Certificated  
**REPORTS TO:** Student Services Director

**REVIEWED BY:** Mark Jacobson and Anita Baisley

**APPROVED BY:** Superintendent Mark Jacobson      **DATE:** 05-22-2019

**Responsibility:** The Special Education (SPED) Teacher will provide direct instruction to special needs students. As a Special Education teacher, he/she will be responsible for planning implementing and evaluating instructional activities under stated guidelines. The SPED Teacher is responsible for providing instruction to students using specified instructional methods and techniques as per the student's IEP. This will include but not be limited to self-contained classroom teaching positions as well as specialized positions in one or more subject areas. The SPED Teacher may also be assigned to other duties i.e. tutoring or working with Highly Capable students.

### **QUALIFICATIONS:**

- Valid K-12 Washington State Special Education Teacher Certificate, with proper endorsement(s) in assigned area(s)
- 2-year minimum years of experience in Special Education Classroom
- Bachelor's degree
- Fingerprint Clearance
- Must be able to pass a drug screening, driving and background check

**REQUIREMENTS:** The performance elements identified below are for illustrative purposes only and do not reflect an all-inclusive scope of responsibilities.

- Current Knowledge of federal Special Education guidelines/regulations, Special Education Law, school policies and procedures as they pertain to special needs populations.
- Maintaining confidential files and/or records
- Certified and experienced in the use of various special education assessment instruments.

- Knowledge of effective intervention strategies for reading and math; Response to Intervention (RTI) model, and overall effective student behavior models and/or strategies, such as PBIS and Zones of Regulation.
- Ability to develop age appropriate transition plans and goals, as well as conduct a vocation aptitude battery.
- Knowledge of and experience with statewide assessment requirements and accommodations/modifications; ongoing assessments strategies and data gathering, maintenance and use of data to guide instruction.
- Preferred experience with diverse populations, specifically Native American and special needs students.
- Ability to work with teacher collaboration teams such as Professional Learning Communities (PLC model).
- Keep Current on all federal, state, and BIE requirements and regulations regarding Special Education.
- Adjust, change, or modify school curriculum to address the special needs of the student population.
- Plan, develop and execute standards-based and student specific lessons; develop lesson plans both for daily use and for substitute teacher use; prepare daily lesson plans and submit for approval within the specified time.
- Establish and communicate to students well-defined objectives for each lesson, including related projects and activities.
- Develop IEP's, schedule, prepare for and participate in IEP meetings within specified timelines, and communicate with parents/families regarding the needs of the student and proposed instructional program/ strategy that will be used;
- Maintain all required documentation.
- Evaluate and provide individual student progress reports on a regular basis;
- Meet with parents as required regarding student needs and progress; maintain student progress documentation.
- Work and plan collaboratively with general education staff providing instruction to special needs students to coordinate instructional program and services.
- Meet regularly in structured meetings or in planning activities with general education staff to plan and to develop instructional strategies for whole-school effectiveness.
- Ability to be flexible and organize time, and materials; and project enthusiasm, express ideas clearly and learn new ideas and skills;
- Ability and willingness to develop favorable relationships with students.
- Knowledge of current approaches to teaching and willingness to model behavior deemed appropriate by the school district and community.
- Demonstrate ability to relate in a positive way with the students, staff, parents, and the community, i.e., skills in human relations which demonstrate cultural sensitivity to needs and concerns of others.
- Ability to assist the OT/PT in building skills in the fine/gross and functional motor areas.
- Ability to assist the SLP in teaching receptive, functional and expressive language skills.
- Ability to carry out and modify behavior modification programs.
- Ability to follow School Board policies and procedures.
- Must be able to perform the essential functions of the job with or without reasonable accommodations.

## Characteristics and Physical Demands of This Job:

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret written materials and maps. Ability to effectively communicate and present information to children, parents, and employees in English

**MATHEMATICAL SKILLS:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply concepts of basic mathematics.

**REASONING ABILITY:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**PHYSICAL DEMANDS:** Must be able to lift up to 100 pounds if needed to assist students and must be in good physical condition.

**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.

| <b>AMOUNT OF DAY SPENT:</b> | (Hours at one time) | (Hours during full day) |
|-----------------------------|---------------------|-------------------------|
| Sitting                     | 30 - 90 minutes     | 4-5 hour                |
| Standing                    | 15 - 30 minutes     | 1-2 hour                |
| Walking                     | 15 - 30 minutes     | .5-1 hours              |

**WORK/REST CYCLE:** This position does not generate breaks but planning time is identified in the employee's daily schedule. Daily 30-minute lunch breaks are scheduled.

**EMPLOYEE WORKS:** 8-hour days, Monday – Friday (includes 30-minute paid lunch break). NOTE: Some additional time may be needed for meetings, parent-teacher conferences, etc.

## PERFORMANCE EVALUATION

Performance of this position will be evaluated according to state and BIE requirements. The school uses the *Danielson Model* for certificated evaluations.

### REQUIRED ACTIVITIES

(Occasionally = 0 to 33%; Frequently = 33% to 67%; Constantly = 67% to 100%)

|                    | <u>Frequency</u> | <u>Body Part</u> | <u>%</u> | <u>Activity</u>  |
|--------------------|------------------|------------------|----------|--|
| Stoop/Bend student | Frequently       | Legs, lower      | 0-100    | helping a wheel-bound chair  |
| Squat student      | Frequently       | Legs, lower      | 0-100    | helping a wheel-bound chair  |
| Climb              | Occasionally     | Legs             | 0-100    | Stairs & steps   |
| See                | Constantly       | Eyes             | N/A      | Assisting students with special needs, reading materials to qualified students   |
| Hear               | Constantly       | Ears             | N/A      | Listening to students, staff, parents, and others, and monitoring students and/or volunteers or others.  |
| Speak              | Constantly       | Voice            | N/A      | Listening to questions, comments, conversations and directions from supervisor, School staff/students, vendors, volunteers, presenters, and others |

### REQUIRED LIFTS

|            | <u>Frequency</u> | <u>Body Part</u>                 | <u>Range/Height</u>                   | <u>Activity</u>   |
|------------|------------------|----------------------------------|---------------------------------------|---|
| 0-25 lbs.  | Constantly       | Legs, Arms                       | 0"-30" to 5'                          | Moving and/or storing classroom and student materials, lap top computer, and supplemental materials |
| 10-35 lbs. | Occasionally     | Legs, Arms, Upper and Lower Body | 1"-30" to 25'                         | Same as above   |
| 35+ lbs.   | Seldom           | Legs, Arms                       | 1"-30" to 25'<br>Upper and Lower Body | Same as above   |

**REQUIRED CARRY**

|            | Frequency    | Body Part  | Distance   | Activity  |
|------------|--------------|------------|------------|---|
| 0-10 lbs.  | Constantly   | Arms, legs | 1" to 150' | Same as above   |
| 10-35 lbs. | Occasionally | Arms, legs | 1" to 150' | Same as above   |
| 35+ lbs.   | Occasionally | Arms, legs | 1" to 150' | Helping qualified student to chair, table, or moving a student from one location to another |

**REQUIRED REACH AND HANDLE**

|                         | Frequency  | Body Part | Weight/<br>Distance | Activity  |
|-------------------------|------------|-----------|---------------------|---|
| Reach Above<br>Shoulder | Frequently | Arms      | 0-10/3'             | Moving records, classroom support materials and supplies, and equipment, etc.                           |
| Reach at<br>Shoulder    | Frequently | Arms      | 0-10/3'             | Same as above   |
| Reach Below<br>Shoulder | Constantly | Arms      | 0-40/3'             | Same as above   |
| Manual/Finger           | Constantly | Arms,     | 0-10/3'             | Typing; gripping white board marker or smartboard pencil, grasping materials for instructional purposes |

**SUMMARY OF ENVIRONMENTAL CONDITIONS AND RATINGS**

The following analysis represents evaluation of the surroundings in which the job is performed. Environmental conditions must, by definition, be specific and related to the job.

- Key to Environmental Factors Rating  
 NP = Not present in the Job Environment  
 S = Seldom - Under 5% of Work Day  
 O = Occasionally - Up to 33% of the time  
 F = Frequently- From 33% to 67%  
 C = Constantly - 67% to 100%

| Environmental Conditions:      | Key     | Comments:  |
|--------------------------------|---------|--|
| 1. Inside 95%<br>Outside 5%    | C<br>S  | Working in a school classroom<br>Walking   |
| 2. Extreme Cold                | S       | Outside work during winter months  |
| 3. Extreme Heat                | S       | Outside during summer months and<br>in rooms without air conditioning  |
| 4. Wet/Humid                   | O       | Rain 90 to 100 inches per year   |
| 5. Noise (in Decibels)         | 50 – 60 | This is the general approximate<br>range for a classroom environment<br>for the essential functions of this<br>position; If around power tools,<br>ringing phones, cleaning equipment<br>or vehicles, the level may<br>occasionally rise to 80 |
| 6. Hazards                     |         |  |
| a. Mechanical                  | S       |  |
| b. Explosives                  | S       | Batteries  |
| c. Electrical                  | S       | Office equipment   |
| d. Radiant Energy              | O       |  |
| e. Burns                       | S       | Electrical   |
| f. Other hazard(s)             | S       | Wet surfaces (slipping)  |
| 7. Atmospheric Conditions      |         |  |
| a. Fumes                       | S       | Cleaning solvents  |
| b. Mists                       | NP      |  |
| c. Odors                       | S       | Plants, school food services   |
| d. Gases                       | S       | Copy machines, printers  |
| e. Dusts                       | S       | Printing paper, inside computers,<br>printers  |
| f. Poor ventilation            | S       | Some of the school's facilities are<br>poorly ventilated   |
| g. Other atmospheric hazards   | NP      |  |
| 8. Protective clothing/Devices | S       | Used when performing first aid   |

**Except as provided in the Indian Preference Act (Title 25, U.S. Code section 472 and 473), the Quileute Tribal School shall not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, disability, veteran or military status, sexual orientation, gender expression or identity, disability, political beliefs (where applicable), marital status, familial or parental status, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts of America and other designated youth groups. The following employee(s) have been designated to handle questions and complaints of alleged discrimination: Title IX/RCW 28A.640, Mark Jacobson (360-374-5609); Section 504, Anita Baisley (360-374-5602); and Compliance Coordinator for State Law, Mark Jacobson (360-374-5609) at PO Box 39, 40 Ocean Drive, La Push, Washington 98350. The Quileute Tribal School is exempt under federal or state law pertaining to employment practices under which a preferential treatment is given to any individual because he or she is an Indian living on or near a reservation.**