

# SUGAR-SALEM SCHOOL DISTRICT NO. 322

## Announcement of Vacancy

Sugar-Salem School District has the following vacancy for the  
2024-2025 School Year:

### Special Education Teacher

#### JOB SUMMARY

To provide students with daily and ongoing instructional program that will provide for them the best possible academic knowledge and skills. To help students to develop skills, attributes, and knowledge needed to provide a good foundation for continued education according to the guidelines outlined in each student's Individual Education Plan.

#### JOB GOAL:

- The intent is to see student performance growth as noted in IEPs as well as compliance requirements.
- To ensure that the needs of students with special needs are met in compliance with FAPE, IDEA and, as needed, Medicaid.
- To assist Special Education and general education staff in providing appropriate educational services to students with disabilities.

#### QUALIFICATIONS:

The requirements below are representative of the knowledge, skills, and/or abilities required.

1. Education: Completed an accredited college/university program in Special Education.
2. Certificate/Endorsement: Hold and/or obtain the corresponding certificate for the assigned position as issued by the Idaho State Department of Education.
  - a. Area 1: Preschool SpEd Teacher (Central Elementary):
    - i. Blended Early Childhood/Early Childhood Special Education (birth-Grade 3)
    - ii. Early Childhood Special Education (preschool-grade 3)
  - b. Area 2: Early Childhood SpEd Teacher (Central Elementary):
    - i. Blended Early Childhood/Early Childhood Special Education (birth-Grade 3)
    - ii. Early Childhood SpEd (preschool-grade 3)
    - iii. Exceptional Child Generalist (K-8)
    - iv. Exceptional Child Generalist (K-12)
  - c. Area 3: SpEd Teacher (Central Elementary, Kershaw Intermediate, SS Middle School, SSHS)
    - i. Blended Elementary Education/Elementary Special Education (grades 4-6)
    - ii. Exceptional Child Generalist K-8,6-12 or K-12
  - d. Area 4: Moderate/Severe Teacher (Self Contained):
    - i. Exceptional Child Generalist K-12
3. Endorsement preferences:
  - a. The district department has no preference on the endorsement for level 1 above. However, for levels 2-4, an Exceptional Child Generalist K-12 is preferred.
4. Experience working with students with disabilities
  - a. District department prefers applicants and employees who have had experience with working around and with individuals with disabilities.
5. Strong background in teaching methods, developmentally appropriate classroom activities, and effective classroom management
6. Strong background in behavior management, curriculum, and writing and implementing Individualized Education Plans

7. Strong background in federal and state law, administrative rules, and Board policy pertaining to special education
8. Knowledge of the diverse needs of children with disabilities and appropriate special education classroom practices
9. The ability to work with students with emotional, physical, and mental disabilities
10. Ability to instruct students one-on-one and small group situations
11. Demonstrated knowledge of subject matter and effective teaching methods
12. Strong background in curriculum and the Idaho Core Standards
13. Strong background in the integration of technology with instruction and in creating and completing required reports
14. Ability to maintain a positive learning environment
15. Work well with students, staff, and the public
16. Excellent organizational skills
17. Excellent interpersonal and communication skills
18. Able to work under deadlines
19. Maintain confidentiality of staff and students
20. Knowledge and experience with research-based curriculum for use with students receiving special education services.
21. Must be able to facilitate professional development opportunities through an effective leadership style.

#### **ESSENTIAL FUNCTIONS:**

- Effective verbal and listening communication capabilities
- Visual acuity to comprehend written work, prepare, review, and organize documents and observe classroom and student activities
- Manual dexterity to perform repetitive hand/wrist/arm motions and to operate a computer and office equipment and to physically restrain a student to keep from harming self or others
- Maintains high standards of ethical behavior and confidentiality of student information
- Has regular and predictable attendance
- Personal mobility, flexibility, and balance which permits the employee to work in a school environment
- Job tasks require occasional climbing, stooping, kneeling, crouching, reaching, pushing, pulling, lifting, and grasping
- Ability to lift up to forty pounds and push and pull up to one hundred pounds
- Perform all other tasks as deemed necessary by department director.

#### **PERFORMANCE RESPONSIBILITIES:**

##### Planning:

1. Prepare for assigned classes
2. Design lessons with an appropriate level of difficulty which provide content in a logical and sequential manner
3. Devise written and oral assignments and tests that require analytical and critical thinking as well as the reproduction of facts, and use them to evaluate student progress on a regular basis
4. Display command of the subject matter

##### Classroom Environment:

1. Budget class time effectively
2. Encourage students to strive to meet their highest potential
3. Establish and communicate classroom rules, and encourage students to set and maintain standards of classroom behavior
4. Engage children in conversation to encourage language development

Instruction:

1. Identify student needs and provide instruction appropriate to those needs
2. Employ a variety of instructional techniques and media consistent with the physical limitations of the classroom and the needs and capabilities of the individuals or student groups involved
3. Follow modifications and accommodations as specified in Individual Education Plans (IEPs)
4. Analyze and interpret student data to develop and modify instructional activities
5. Prepare students academically for all district, state, and federal testing

Professional Responsibilities-General:

1. Meet and instruct assigned classes in the locations and at the times designated
2. Make provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
3. Work to establish and maintain open lines of communication with students and their parents concerning both the academic and behavioral progress of all assigned students
4. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities
5. Attend and participate in faculty meetings
6. Cooperate with other members of the staff in planning instructional goals, curriculum, objectives, and methods
7. Provide needed and requested information on a timely and effective basis
8. Provide instruction to classified pupils in accordance with each pupil's Individualized Education Program (IEP)
9. Assist in upholding and enforcing school rules
10. Assume responsibility for his or her continuing professional growth and development by attendance at professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications
11. Adhere to The Code of Ethics of the Idaho Teaching Profession adopted by the Professional Standards Commission and the State Board of Education
12. Seek assistance should emergencies arise
13. Represent the school district in a positive manner
14. Know and follow school district policy and chain of command
15. Perform other duties as assigned

Professional Responsibilities-Department Specific:

1. Assist, where appropriate, in loading and unloading the special education students from transportation buses or vans
2. Organize a meeting at least once annually with the case manager, parents, and other professional staff to review and revise the IEP and placement of each assigned student
3. Keep immediate supervisor informed of activities and any issues that may arise
4. Work cooperatively with regular education teaching staff to coordinate instructional activities and to monitor the progress of each student
5. Provide support instruction in the regular classroom or the resource center as assigned
6. Coordinate and cooperate with other members of the staff in the development of adaptations, modifications, accommodations, and instructional methods
7. Provide home instruction to confined special education pupils as assigned
8. Consult with members of the child study team regarding each student's educational program, academic program and personal growth
9. Plan, coordinate, and lead the implementation of IEPs including modifications and accommodations
10. Participate in the development of the District's plan for special education
11. Evaluate student progress on a regular basis, as indicated on IEP's, and as often as general education students are evaluated and informed of their progress
12. Assist in the evaluation of students referred for special education services
13. Maintain accurate, complete, and correct records in accordance with applicable federal and state law, (including IDEA, intervention, etc.), administrative rules, and Board policy
14. Input instructional, behavioral and assessment data in a timely fashion to appropriate software

and/or data management systems

15. Coordinate transition activities between various agencies such as, but not limited to: Infant-Toddler Program; Vocational Rehabilitation, colleagues, technology schools, etc.

REPORTS TO/EVALUATED BY:

- Performance of this position will be evaluated annually by the building principal and/or director of special services in conformance with District policy and IDAPA 08.02.02.120.

TERMS OF EMPLOYMENT, SALARY AND BENEFITS:

- By contract as determined by the Board of Trustees in accordance with federal and state law, administrative rules, and Board policy.
- Salary will be based on where credentials would have you on the state Career Ladder Schedule.
- Benefits would be offered at the same rate as certificated staff.

NOTE

*All certificated and non-certificated employees and other individuals are required to undergo a criminal history check and submit to fingerprinting. Any applicant convicted of any of the felony crimes enumerated in Section 33-1208, Idaho Code may not be hired, and any applicant convicted of any felony offense listed in Section 33-1208(2), Idaho Code shall not be hired.*

Legal Reference:

I.C. § 33-512	Governance of Schools
I.C. § 33-513	Professional Personnel
I.C. § 33-515	Issuance of Renewable Contracts
I.C. § 33-1201	Certificate Required
I.C. § 33-1210	Information on Past Job Performance
IDAPA 08.02.02.019	Early Childhood/Early Childhood Special Education Blended Certificate
IDAPA 08.02.02.028	Exceptional Child Certificate
IDAPA 08.02.02.120	Local District Evaluation Policy—Teacher and Pupil Personnel Certificate Holders

**Posting Date: 03/19/24**

**Closing Date: Open until filled**

Application may be downloaded from the web at: [www.sugarsalem.org](http://www.sugarsalem.org) Please attach your resume at the time your application is finalized and submitted to [jrobbins@sugarsalem.com](mailto:jrobbins@sugarsalem.com) Attachments can be either a MS Word document or a .pdf file (recommended).

Applications are also available at the District Office: 105 West Center, P.O. Box 150, Sugar City, ID 83448

Applications need to be emailed to Bryon Kennedy at [jrobbins@sugarsalem.com](mailto:jrobbins@sugarsalem.com)

**Contact Info**

Jen Robbins

Human Resources

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