



PROGRAM COMPLIANCE SUPPORT TEACHER

GENERAL RESPONSIBILITIES

This position is assigned to the Office of Programs for Exceptional Children (OPEC) and is responsible for supporting school-based special education staff with aligning services and supports to identified students with disabilities in a manner that is consistent with state and federal special education regulations.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Serve as a liaison between assigned school(s) and the Office of Programs for Exceptional Children (OPEC).
- Provide support and guidance to special education staff in the areas of special education compliance and specially designed instruction.
- Ensure case managers remain in compliance with local, state, and federal policies, regulations, and procedures.
- Review Individualized Education Programs (IEPs), annuals and amendments, using a designee review checklist; provide support in IEP development, as needed.
- Compose and/or review the Prior Written Notice (PWN) for IEP meetings.
- Review and assist with the development of Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs).
- Support teachers with using assessment data to plan instruction.
- Provide input regarding evidence-based specially designed instruction for students with disabilities.
- Assist teachers in the development and implementation of effective classroom management strategies, positive behavioral supports, individual behavioral intervention plans, instructional planning, and classroom organization related to special education services, as needed.
- Model instructional practices in a variety of settings and provide follow-up support to ensure effective teacher implementation.
- Provide ongoing professional development, in collaboration with OPEC coordinator/instructional specialist, which supports the school plan for continuous improvement and school division initiatives.
- Provide ongoing professional development, in collaboration with OPEC coordinator/instructional specialist, and coaching of teachers in support of the strategic framework.
- Conduct and participate in workshops, committees, and conferences designed to promote the academic and social/emotional welfare of students, in collaboration with OPEC coordinator/instructional specialist.
- Stay current regarding national and state standards, and special education trends and issues.
- Perform related work, as required.



KNOWLEDGE, SKILLS AND ABILITIES

Demonstrate considerable knowledge of the principles and methodologies of effective teaching, curriculum design, instructional programming, and special education compliance; demonstrate the ability to deliver and articulate oral presentations and written communication and interact effectively with staff, parents, students and the community; demonstrate a working knowledge of the English language in written and verbal content; demonstrate the responsibility for own professional growth by seeking continuing education and in-service training programs; demonstrate professionalism by working cooperatively with other staff members, using support services when needed, ensuring that oral communications are clear, accurate, and grammatically correct, respecting the confidential nature of professional information, submitting reports accurately and punctually and complying with administrative directives, individual school guidelines and school board policy; demonstrate self-control in the interaction with the school community; demonstrate good work habits to include punctual and regular attendance and efficient use of time.

EDUCATION AND EXPERIENCE

Bachelor’s Degree and a minimum of five years teaching experience; endorsement in Special Education required.

A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver’s license

FLSA status: Exempt	Description: 3/17
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