

# Special Education Teacher

## Qualifications:

1. Bachelor's degree in Special Education
2. Valid Illinois license as a Learning Behavior Specialist – Limited or unlimited
3. Skills in the use of behavior management strategies, inclusion strategies, differentiated instruction, and classroom accommodations
4. Knowledge of evaluation, habilitation, and rehabilitation of various disabilities

**Reports to:** Director of Special Education/Coordinator of Programs for Students with Disabilities/Building Principal

**Job Goal:** To provide direct instruction and consultative services to students with disabilities and participate as a member of the instructional staff in providing the best possible education for all students

## Instructional Methods:

1. Assess the learning and behavioral problems of students on a regular basis, seeking the assistance of district specialists as needed
2. Assess strengths and weaknesses of students on a regular basis and provide progress reports as required
3. Provide an effective program of instruction based on the needs and capabilities of the individuals or student groups involved
4. Present subject matter according to guidelines established by students' individualized education plans
5. Review previously taught materials and skills, as needed
6. Use a variety of teaching materials and techniques
7. Evaluate student progress on a regular basis
8. Use scientifically research-based instructional methods

## Instructional Planning:

1. Produce effective and complete lesson plans that adhere to Illinois Learning Standards and incorporate individual students' IEP goals
2. Work cooperatively with classroom teachers to modify regular curricula and assist special education students in regular classes as needed
3. Conduct assessments of student learning styles and use results to plan instructional activities
4. Provide or supervise personal care, medical care, and feeding of students as stated in IEPs
5. Complete IEPs, including goals and objectives, prior to all IEP meetings using the provided computer generated forms
6. Provide parents/guardians with quarterly progress reports toward goals and objectives
7. Provide the cooperative with final IEP goal page(s) reflecting annual progress

**Competency in Subject Matter Taught:**

1. Maintain highly qualified status per state regulations
2. Demonstrate competence in core curricula that is scientifically research-based
3. Enhance student understanding through the use of appropriate resources and/or materials
4. Deliver lessons in a manner geared to support student success using eye contact, animation, and enthusiasm

**Classroom Management:**

1. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students
2. Assume responsibility for implementation of all policies and rules governing student conduct and development of reasonable rules for orderly classroom behaviors and procedures

**Professional Development:**

1. Keep informed of research findings and current trends and practices in the field of special education services
2. Strive to achieve professional growth through staff development programs, academic course work, professional readings, attendance at conferences, etc.
3. Participate in Henry-Stark Counties Special Education District team meetings
4. Demonstrate professional growth by recording activities on the current state online registry system

**Professionalism:**

1. Maintain professional attitude and behavior at all times
2. Work to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students
3. Maintain a professional relationship with colleagues, students, parents, and community members
4. Communicate effectively with students, parents, and staff
5. Maintain records as required by law, district policy, and administrative regulations
6. Plan and supervise purposeful assignments for teacher aide(s) and evaluate his/her job performance in cooperation with the coordinator
7. Respond positively to supervision and accept suggestions for professional improvement
8. Collaborate with students, parents, and other members of staff to develop individualized educational plans
9. Comply with school and school board policies and regulations.
10. Dress in accordance with policies of assigned building

11. Maintain reasonable and consistent attendance
12. Report absences to Henry-Stark Counties Special Education District and planned absences and vacations must be approved by Henry-Stark Counties Special Education District
13. Perform other duties as assigned by the Director of Special Education

**Equipment Used:** Computer, copier, fax, and other related office equipment

**Working Conditions:**

Mental Demands: Reading, ability to communicate effectively (verbal and written), maintain emotional control under stress

Physical Demands: May be required to lift and transfer students to and from wheelchair or assist with positioning students with physical disabilities, occasional prolonged and irregular hours, regular coop wide travel to multiple work locations as assigned

The foregoing statements describe the general purpose and responsibilities assigned to this job are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Employee Signature

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Date

## Paraprofessional Job Description

### Qualifications:

1. At least 19 years of age
2. One of the following
  - a. Associate's degree or higher
  - b. 60 semester hours of coursework
  - c. High school diploma or GED *and* a score of 460 or higher on the ETS Parapro
  - d. High School Diploma or GED *and* the following on the ACT Work keys:
    - i. Applied Mathematics/Applied Math - 4
    - ii. Reading for Information/Workplace Documentation - 4
3. Previous experience in an educational environment preferred
4. Physically capable of performing essential duties of the job

**Reports to:** Director of Special Education, Coordinator of Programs for Students with Disabilities, Building Principal, and Special Education Teacher

**Job Goal:** To assist (under professional supervision) and facilitate student success in the general education and special education classroom setting

**Assignment:** Will be within a HSCSED member district, follow the assigned district's calendar, and adhere to those buildings normal hours of operation unless otherwise specified

### Academic Support:

1. Adapt classroom work/homework under the direction of the teacher for the purpose of providing a method to support and/or reinforce classroom objectives and behavior skills
2. Assist teachers for the purpose of implementing lesson plans and/or developing student's daily living and behavioral skills

### Professionalism:

1. Maintain professional attitude and behavior
2. Comply with board policies and regulations
3. Dress and act in a professional manner
4. Communicate effectively with assigned teacher(s)
5. Respects the confidentiality of students and staff
6. Work cooperatively with the entire staff
7. Maintain reasonable and consistent attendance
8. Adhere to the Personal Technology and Social Media Policy
9. Report absences to Henry-Stark Counties Special Education District, and as appropriate per district/building assigned. Planned absences and vacations must be approved by Henry-Stark Counties Special Education District

**Professional Development:**

1. Participate in meetings and/or training sessions as provided by Henry-Stark Counties Special Education District or cooperating school district if requested by assigned teacher(s) or administration
2. Document professional growth by submitting required form to Henry-Stark Counties Special Education for inclusion in personnel file

**Additional Duties:**

1. Perform record keeping, data collection, and basic clerical functions, etc., for supporting the teacher in maintaining student progress
2. Monitor students in less structured environments such as playground, lunch, hall, specials, etc., as needed
3. Support social skill needs of students
4. Accept other duties as determined by the Coordinator and Building Principal with the approval of the Director of Special Education

**Equipment Used:**

Wheelchair lift, ramp, augmentative communication device, copier, other related office equipment

**Working Conditions:**

Mental Demands: Reading, ability to communicate effectively (verbal and written), maintain emotional control under stress

Physical Demands: May be required to lift and transfer students to and from wheelchair or assist with positioning students with physical disabilities, conduct physical restraint as needed

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Staff

Date

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HSCSED Administration

# School Psychologist

## Qualifications:

1. Master's degree in school psychology
2. Current Illinois license or provisional approval
3. Experience with a variety of intellectual and academic assessments
4. Preferred experience utilizing Response to Intervention Model

**Reports to:** Director of Special Education and Coordinator of Programs for Students with Disabilities

**Job Goal:** To enable students to receive the fullest possible educational experience from school by improving their educational experience through psychological diagnosis and educational recommendations

## Responsibilities and Duties:

1. Administer and interpret intelligence, achievement, and/or adaptive/behavior rating scales
2. Interpret assessment findings to parents, teachers, principals, and other professional personnel and responsible practitioners outside the school
3. Provide written report of psychological evaluation or other services provided to students five days prior to scheduled staffing to the assigned coordinator
4. Participate in special education eligibility determinations and IEP staffings
5. Confer with parents, teachers, principals, the coordinator and other professional personnel whenever necessary on matters relative to assessment, behavior management, exceptional children, learning, child development, and any other areas within the expertise of the school psychologist
6. Maintain accurate records of referrals, evaluations, and any other services provided by the psychologist in accordance with state and federal laws
7. Attend staffings, professional, and cooperative meetings including those assigned by the immediate supervisor

## Coordination with Districts:

1. Assist districts in administering and interpreting curriculum based assessments and developing normative data as appropriate
2. Be an active participant on assigned districts' building based teams
3. Serve as a resource to programs and districts on such topics as classroom management, teaching and learning strategies, and formulation of appropriate referral questions
4. Work and communicate cooperatively with community health and social service agencies
5. Assist teachers and other school personnel in the design and implementation of educational and behavioral interventions for students

**Professional Development:**

1. Keep informed of research findings and current trends and practices in the field of special education services and help to disseminate information to staff members
2. Participate in conferences, seminars, workshops, and graduate level study which contributes to professional competencies
3. Demonstrate professional growth by recording activities on the current state online registry system
4. Provide, or assist in the provisions of, in-service training of school personnel on such topics as exceptional children, learning, classroom management, intervention techniques, and other areas of responsibility or expertise

**Professionalism:**

1. Maintain professional attitude and behavior at all times
2. Comply with board policies and regulations.
3. Dress and act in a professional manner
4. Keep appointments and follow up on commitments
5. Work cooperatively with the entire staff
6. Relate positively to parents and other community representatives
7. Maintain reasonable and consistent attendance
8. Report absences to Henry-Stark Counties Special Education District and assigned building. Planned absences and vacations must be acknowledged by teacher and approved by Building Principal and Director of Special Education.
9. Perform other such duties and assume other responsibilities as may be assigned by Director of Special Education or Coordinator of Programs

**Equipment Used:** Computer, copier, fax, and other related office equipment

**Working Conditions:**

Mental Demands: Reading, ability to communicate effectively (verbal and written), maintain emotional control under stress

Physical Demands: Prolonged and irregular hours, frequent coop-wide travel as assigned

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Employee Signature

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Date

# School Social Worker

## Qualifications:

1. Master's degree in social work with school social work certification, Preschool-12
2. Prefer experience in school social work

**Reports to:** Director of Special Education and Coordinator of Programs for Students with Disabilities

**Job Goal:** To enable students to derive the fullest possible educational experience from school by providing or arranging necessary social work services for referred children

## Responsibilities and Duties

1. Explain school social worker services to parents, teachers, principals, and other members of the school system
2. Facilitate communication between the home and school, seeking to involve families in the education of their children and providing feedback to the school on educationally relevant family situations and problems
3. Provide consultative services to the families and, when necessary, counseling services to students who are experiencing problems in social and behavioral functioning at school which result from circumstances or events present in the home
4. Serve as liaison between the school and community agencies through reciprocal referral arrangements, collaboration on cases, and assistance to families in obtaining and utilizing local resources
5. Function as a member of a building based team and/or multidisciplinary team in evaluations of referred children when social, developmental, adaptive behavior, and/or family assessments are determined necessary
6. Interpret social assessment findings to parents, teachers, principals, and other professional personnel and responsible practitioners outside the school
7. Produce a written report in a timely manner of any social work observations, assessments, or other services provided to students
8. Provide assistance to students and their families in meeting physical and economic needs through cooperation with or referral to community agencies and service groups
9. Participate in special education eligibility determinations and required IEP meetings

## Coordination with Districts:

1. Assist districts in administering and interpreting curriculum based assessments and developing normative data as appropriate
2. Be an active participant on assigned districts' building based teams



3. Serve as a resource to programs and districts on such topics as behavior management, social skills, and formulation of appropriate referral questions
4. Work and communicate cooperatively with community health and social service agencies
5. Assist teachers and other school personnel in the design and implementation of educational and behavioral interventions for students

**Professional Development:**

1. Keep informed of research findings and current trends and practices in the field of special education services and help to disseminate information to staff members
2. Participate in conferences, seminars, workshops, and graduate level study which contributes to professional competencies
3. Demonstrate professional growth by recording activities on the current state online registry system
4. Provide, or assist in the provisions of, in-service training to school personnel on such topics as exceptional children, learning, classroom management, intervention techniques, and other areas of responsibility or expertise

**Professionalism:**

1. Maintain professional attitude and behavior at all times
2. Comply with board policies and regulations
3. Dress and act in a professional manner
4. Keep appointments and follow up on commitments
5. Maintain a cooperative relationship with the entire staff
6. Relate positively to parents and other community representatives
7. Maintain reasonable and consistent attendance
8. Report absences to Henry-Stark Counties Special Education District and assigned building. Planned absences and vacations must be approved by building principal(s) and Director of Special Education.
9. Perform other such duties and assume other responsibilities as may be assigned by Director or Coordinator

**Equipment Used:** Computer, copier, fax and other related office equipment.

**Working Conditions:**

Mental Demands: Reading, ability to communicate effectively (verbal and written), maintain emotional control under stress, coordinate several requests simultaneously

Physical Demands: Moderate standing, sitting, stooping, bending and lifting, prolonged use of computer, occasional prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Employee Signature

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Date

# Speech/Language Pathologist

## Qualifications:

1. Master's degree in Speech and Language Pathology
2. Valid Illinois Teaching Certificate
3. Prefer a valid Illinois license as a Speech Language Pathologist
4. Skills in the use of tests and measurements for assessing speech and language disorders
5. Knowledge of evaluation and rehabilitation of speech and language disorders
6. Prefer ASHA certification, Certificate of Clinical Competence (CCC)
7. Prefer experience working with student's with speech and language delays

**Reports to:** Director of Special Education and Coordinator of Programs for Students with Disabilities

**Job Goal:** The speech and language therapist will identify, evaluate, and provide direct therapy to children with speech and language disorders.

## Responsibilities and Duties:

1. Identify children with speech and language disorders who warrant some type of rehabilitative services
2. Provide thorough assessment of speech and language functioning for all students identified as being in need of such services
3. Provide therapeutic, individualized education programs to meet the needs of students with speech and language disorders
4. Maintain comprehensive records on each student receiving speech and language services
5. Develop and maintain a comprehensive caseload of students in need of speech and language services
6. Develop and maintain a comprehensive schedule for students in need of speech and language services
7. Consult with parents, other school personnel and supervisory staff on a regular basis regarding any aspect of speech and language services provided
8. Incorporate teacher consultation in the overall speech and language program to ensure appropriate management of speech and language disorders within the classroom
9. Serve as a resource to school personnel in the development of a balanced program for total communication and speech improvement
10. Assist and guide teachers in observing identified students, describing concerns, and referring students suspected of having speech and language disorders
11. Promote positive ideas and concepts to school personnel and parents relative to the goals of speech and language services
12. Attend Individualized Education Plan (IEP) meetings and building based team meetings as requested by administrative staff
13. Complete IEPs, including goals and objectives, prior to all IEP meetings using the provided, computer generated forms for students with a primary disability of speech and language impairment
14. Meet with parents for educationally related purposes when required or requested

**Professional Development:**

1. Keep informed of research findings and current trends and practices in the field of speech and language services
2. Strive to achieve professional growth through activities such as active membership in professional organizations, attendance at professional meetings and workshops, participation in staff development programs, completion of academic course work, professional readings, and attendance at conferences, seminars, and workshops
3. Demonstrate professional growth by recording activities on the current state online registry system

**Professionalism:**

1. Maintain professional attitude and behavior at all times
2. Comply with board policies and regulations
3. Dress and act in a professional manner
4. Keep appointments and follow up on commitments
5. Work cooperatively with the entire staff
6. Relate positively to parents and other community representatives
7. Maintain reasonable and consistent attendance
8. Report absences to Henry-Stark Counties Special Education District and assigned building(s). Planned absences and vacations must be acknowledged by teacher and approved by Building Principal(s) and Director of Special Education.
9. Perform other such duties and assume other responsibilities as may be assigned by Director or Coordinator

**Equipment Used:** Computer, copier, fax and other related office equipment

**Working Conditions:**

Mental Demands: Reading, ability to communicate effectively (verbal and written), maintain emotional control under stress

Physical Demands: May be required to lift and transfer students to and from wheelchair or assist with positioning students with physical disabilities, occasional prolonged and irregular hours, regular coop wide travel to multiple work locations as assigned.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Employee Signature

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Date

# Educational Interpreter

## **Qualifications: (minimum)**

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience**

1. High School Diploma.
2. 30 hours of college credit from accredited institution.
3. Passing score on Educational Interpreter Performance Assessment (EIPA); passing the Registry of Interpreters of the Deaf (RID) exam, and rating of level 3.0 or above on the Educational Interpreter Performance Assessment (EIPA); or receipt of certificate issued by the RID; or passing level or above on the American Consortium of Certified Interpreters (ACCI) exam.
4. Previous experience in an educational environment preferred.

**Language Skills:** Ability to communicate effectively in oral and written form and using an appropriate manual communication language. Ability to read, write, and interpret documents such as curriculum guides and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively with children, parents, or employees of the school organization.

**Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in oral, written, or diagram form. Ability to establish priority ordering of tasks necessary to complete an assignment and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills.

**Other Skills and Abilities:** Manual communication language skills appropriate to the assignment. Knowledge of basic concepts of child growth and development and developmental behavior characteristics of the hearing impaired. Knowledge of behavior management strategies and techniques. Must have a working knowledge of computers and their capabilities.

While performing the duties of this job, the employee is regularly required to communicate with others effectively.

**Reports to:** Lead Teacher, Building Principal, and Director of Special Education.

**Primary Function:** Performs interpreting, translating, and tutorial services for students with severe hearing impairments; instructs students using appropriate manual communication, assists instructional staff in the conduct of intensified learning experiences, performs routine clerical and supportive tasks for instructional staff, and does other related work as required.

**Essential Functions:**

1. Aids students by translating a variety of instructional exercises and by presenting various instructional materials designed to enhance the learning process.
2. Translates instructional directions to students and enhances communication between students and teacher.
3. Tutors and interprets for individual and small groups of students to reinforce and follow up instructional concepts.
4. Assists students with study activities in carrying out the various aspects of their individual educational plan.
5. Reports student progress toward the accomplishment of individual educational plan.
6. Assists in the shaping of appropriate social behaviors.
7. Prepares and assists in the preparation of a variety of instructional materials and learning aids.
8. Maintains a variety of records and files that may include student records and information.
9. Maintains confidentiality of information.
10. Operates and assists students in the operation of a variety of instructional media machines, computers and specialized equipment for the hearing impaired.
11. Audits student mainstreamed classroom experiences and reports student progress to special education instructional staff.
12. May administer routine first aid and requests assistance for serious injury or illness.
13. Performs a variety of clerical functions.
14. Assists in administering criterion referenced and general achievement tests, and records the results.
15. Establishes and maintains an effective working relationship with teachers and students.
16. Collaborates with general education teachers and keeps documentation of progress.
17. Maintains regular attendance.

**Professional Development:**

1. Participates in meeting/training sessions as provided by Henry-Stark Counties Special Education District.
2. Documents professional growth by submitting required form to Henry-Stark Counties Special Education District for inclusion in personnel file.

**Working Conditions:**

Mental Demands: Reading, ability to communicate effectively (verbal and written), maintain emotional control under stress.

Physical Demands: The employee is frequently required to stand and/or move about an area freely and use hands and arms to manipulate materials.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Employee Signature

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Date

# **Coordinator of Programs for Students with Disabilities**

## **Qualifications:**

1. A Bachelors and/or Masters degree in Special Education
2. A valid Illinois Type 75 Administrative Certificate
3. At least five years successful experience in public school work, either as a special education teacher or administrator

**Reports to:** Director of Special Education

**Job Goal:** To assist the Director of Special Education in enlarging the educational experience of students by facilitating their best possible adjustment to school through a program of special services

## **Legal Aspects and Administrative Duties:**

1. Coordinate the implementation of the Individuals with Disabilities Education Act by developing policies and procedures under the direction of the Director of Special Education
2. Provide educational leadership to assigned staff
3. Serve as a support to principals and special education teachers in the day-to-day operations of special education programs
4. Act effectively as liaison between the cooperating districts, parents, allied agencies and the community at large as needed to serve assigned students
5. Participate in preparing initial individual educational plans for each assigned child and ensure that an annual review is accomplished in an effective manner
6. Monitor and coordinate placement/services for students with disabilities in accordance with IEPs and federal and state laws
7. Maintain and distribute records to ensure the effective and efficient delivery of services to children
8. Supervise the maintenance of case records of students and the completion of all required reports within specified timelines
9. Gather and compile information for state and federal reports
10. Evaluate assigned speech pathologists, social workers, special education teachers, psychologists, and special education aides hired by the cooperative
11. Maintain communication with special education team members and building-based teams

## **Responsibilities to the Director:**

1. Appropriately assist the Director of Special Education in the evaluation of personnel performance, recruitment and employment decisions
2. Advise the Director of Special Education regarding administrative policy considerations

3. Assist the Director of Special Education regarding budgetary considerations in their assigned areas of responsibility
4. Conduct ongoing needs assessments of the programs and personnel assigned
5. Update and provide statistical data as required by the Director of Special Education
6. Accept other duties as assigned by the Director of Special Education

**Professional Development:**

1. Keep informed of research findings and current trends and practices in the field of special education services and help to disseminate information to staff members
2. Participate in conferences, seminars, workshops, and graduate level study which contributes to professional competencies
3. Demonstrate professional growth by recording activities on the current state online registry system
4. Develop in-service programs to address areas of need and advise the Director of Special Education of needs which must be met by means other than in-service
5. Provide opportunities for staff development by assisting and planning and conducting in-service training

**Professionalism:**

1. Maintain professional attitude and behavior at all times
2. Comply with board policies and regulations
3. Dress and act in a professional manner
4. Keep appointments and follow up on commitments
5. Work cooperatively with the entire staff
6. Relate positively to parents and other community representatives
7. Reasonable and consistent attendance
8. Report absences to Henry-Stark Counties Special Education District and assigned building. Planned absences and vacations must be acknowledged by teacher and approved by Building Principal and Director of Special Education.
9. Perform other such duties and assume other responsibilities as may be assigned by Director or Coordinator

**Equipment Used:** Computer, copier, fax, and other related office equipment

**Working Conditions:**

Mental Demands: 1) Ability to read, analyze, and interpret evaluation data, 2) Ability to write reports, and effectively present information to administrators, teachers, community members, and board members, 3) Ability to define



problems, collect data, establish facts, and draw valid conclusions, 4) Ability to communicate clearly and decisively, both orally and in writing.

Physical Demands: The employee must be able to meet deadlines with severe time constraints and interact with the public and staff in addition to meeting multiple demands from several people. The employee is required to work irregular or extended work hours in addition to frequent travel.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Employee's Signature

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Date