

Interrelated Resource Teacher

Purpose Statement

The job of Interrelated Resource Teacher is done for the purpose/s of supporting students with a variety of disabilities. The teacher is responsible for evaluating the student's current status and providing services and instructions to help the student grow in skills. Accommodations and modifications, assistive technology, consultation and direct instruction are all used by the teacher to support students.

Essential Functions

- Serves as a member of the assessment team to assist in the placement of students in special education programs.
- Develops and implements IEPs for all learning disabled students.
- Collaborates with other staff and parents to provide support and information related to the student's progress as established in the student's Individual Education Program (IEP).
- Assesses the progress of students on a regular basis and provides progress reports as required.
- Consults with classroom teachers and other professionals concerned with the assessment and programming of students.
- Serves as a case manager for students with disabilities, tracking progress, conducting reevaluations, communicating with parents and ensuring appropriate services and equipment are provided.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so.
- Analyzes and uses appropriate data to guide instruction and develop assessments.

Other Functions

- Performs administrative duties such as hall & cafeteria monitoring, and bus loading/unloading as assigned.
- Attends staff meetings and serves on staff committees, as required.
- Attends professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Performs other related duties as assigned.

Job Requirements: Minimum Qualifications **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: verbal and written communication; operating standard office equipment including using pertinent software applications, preparing and maintaining accurate records; and using district approved crisis intervention techniques.

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and /or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; stages of child development/behavior and learning styles; evidence-

based practices to help children meet goals; age appropriate student activities; safety practices and procedures; conflict resolution; and crisis de-escalation techniques.

ABILITY is required to schedule activities and/or meetings; often gather, collate and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with job-related data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; building effective relationships; maintaining confidentiality; preparing and maintaining accurate records; working individually and as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and /or methods; leading, guiding and/or coordinating others; utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and some fine finger dexterity. Generally the job requires 25% sitting, 10% walking, and 65% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience: Minimum three years of experience.

Education: Bachelor's degree in Special Education or related field.

Equivalency:

Required Testing

Certificates and Licenses

Kansas Teacher Certification
Special Education Certification

Continuing Educ./ Training

Clearances

Criminal Justice Fingerprint/Background Clearance
Kansas Certification of Health

FLSA Status

Exempt

Approval Date

Salary Grade