



## CLINTON COMMUNITY SCHOOLS JOB DESCRIPTION

**Job Title:** Instructional Strategist II: BD/LD

**Qualifications:** B.A. degree, Strategist II: BD/LD endorsement.

**Reports To:** Principal

### Position Summary

Provides each student with behavioral/learning disability needs individualized curriculum, instruction and assessment designed to ambitiously progress through the general education curriculum.

### Essential Duties & Functions (but not limited to)

- Provides specially designed instruction designed to meet each student's individualized needs in one or more of the following areas: academics, health, adaptive behavior, behavior, hearing/vision, physical, or communication;
- Establishes and maintains effective communication between teachers, parents, school, support staff members and principal;
- Promotes understanding of and programs for individuals with specific learning/behavioral disabilities, connecting programming to real-life living, learning and working for students and families;
- Provides Free and Appropriate Public Education (FAPE) in accordance with the Least Restrictive Environment (LRE) for each student;
- Ensures that each student is assigned ambitious goals reflecting optimal progress in light of the child's disability;
- Develops and executes Individual Education Plans (IEP's) for each student assigned to roster, including FBA's and BIP's if applicable;
- Completes and participates in trainings and professional development as assigned, including Crisis Prevention Techniques (CPI);
- Proficiently delivers instruction based on the Iowa Core, using age and grade level appropriate content/teaching strategies;
- Develops lesson plans appropriate for individual students and groups of students;
- Collects and reports data on district AYP and non-AYP assessments;
- Maintains and monitors a safe physical environment for students daily;
- Assists/develops and collaborates with general education teachers in accommodating/modifying classroom materials for students, encouraging and providing for inclusion with average peers as much as possible;
- Manages student behavior for the purpose of providing a safe and optimal learning environment, utilizing effective and evidence-based approaches to meet student needs;
- Directs and assists in hygiene maintenance/toileting of students as needed;
- Conducts ongoing formative and summative assessments, including at least 2x per month progress monitoring of skills acquisition. Reports findings at least 4x per school year to parents, and keeps progress monitoring up-to-date (within 2 weeks of last designated data point);
- Trains and directs paraeducators and volunteers;
- Establishes and maintains intentional collaboration to support other personnel in delivery of

special education services and supports to each individual student, as well as receive support from other applicable staff (i.e. school nurse, school counselor/social worker, AEA, transportation);

- Monitors, evaluates, and complies with Medicaid reporting requirements;
- Incorporates and ties to all support services including but not limited to health, psychological, speech and language, OT/PT, deaf/HOH/vision, assistive technology, etc... This includes outside agencies if applicable.
- Collaboratively works with other team members to provide accommodations, modifications, interventions, evaluations/reevaluations, or specially designed instruction aligned with each student's individualized needs;
- Takes part in collaborative teaching within general education when appropriate;
- Adheres to policies and regulations of the school district, state and federal laws.

#### **Additional Responsibilities**

- Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
- Participate in appropriate professional activities.
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations as directed.
- Supervise students before and after school.
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Meet professional teacher education requirements of school, district and state.
- Must have the ability and proven ability to report to work on a regular and punctual basis.
- Perform such other duties as are assigned by authorized representatives of the Board of Education.

#### **Minimum Qualifications**

**Education:** BA Degree, Strategist II: Learning Disabilities/Behavioral Disabilities Endorsement

**Working Conditions:** Primarily climate controlled classrooms. Warmer/colder temperatures in other areas.

**Mental Demands/Physical Demands/Environmental Factors:** Regularly required to sit, stand, walk, talk, hear, operate a computer, hand-held learning devices and other office equipment, reach with hands and arms, and must occasionally lift and/or move up to 50 pounds. The employee is directly responsible for the safety, well-being and work output of other people.

Specific vision abilities required by this job include close vision such as reading handwritten or typed material and the ability to adjust focus. Hearing ability to monitor activity and presence of students and respond to communication with students and adults is required. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Staff must be able to participate in and pass Non-violent Crisis Intervention training, including appropriate procedures for preventing the use of physical restraint and de-escalating problematic behaviors. Relationships should be developed, preventing restraint and utilizing only when there is an identified danger to self or others.

Staff must be able to run short distances to ensure student safety. The employee not be exposed to physical contact from aggressive students.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

## Specific Functions and Responsibilities

- Demonstrates concern for and sensitivity to the needs of all, demonstrating the ability to work collaboratively and courteously with others regardless of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- Effectively implements the goals and objectives of the district's multi-cultural, non-sexist educational plan in his/her area.

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*It is the policy of the Clinton Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, and gender identity in its educational programs and its employment practices.*

*The statements contained herein describe the scope of responsibility and essential duties of this position, but should not be considered to be an all-inclusive listing of work requirements. Individuals may perform other duties as assigned. Nothing in this job description restricts the Board's right to assign or reassign duties and responsibilities to this job at any time unless restricted by law or a negotiated contract.*

*February 2023*