

PLATTSMOUTH COMMUNITY SCHOOLS

Master Special Education Employee

Job Description

It is the policy of Plattsmouth Community Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual job description for the special education employee of Plattsmouth Community Schools, each special education employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.

- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 - e. Develop and maintain a positive and professional working relationship with other staff and administration.
 - f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
 - g. Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
 - h. Adhere to all District policies, rules, regulations, and supervisor directives.
 - i. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27.
3. Coordination of Special Education Services
- a. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, mission statements, and to set performance goals and objectives for the special education program.
 - b. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
 - c. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
 - d. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
 - e. Develop and maintain a positive, professional rapport with students and parents.
 - f. Provide for and ensure the care and safety of students under the employee's supervision.
 - g. Supervise all students assigned to the employee, including all out-of-classroom activities as assigned, and all students that the employee can reasonably supervise within the employee's ordinary duties during the school day.
 - h. Provide care for students, including reporting suspected child abuse or neglect to the employee's supervisor and local law enforcement or Department of Health and Human Services, as required by law, and provide the appropriate medication administration, as assigned.
 - i. Participate in team meetings for the development of IEP's and 504 Plans and implement provisions of IEPs and 504 Plan accommodations.
 - j. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
 - k. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Special Education Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- b. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- c. Mathematics—Knowledge of arithmetic, algebra, geometry and calculus and statistics, when appropriate, and their applications to classroom instruction.
- d. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- e. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- f. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- g. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- h. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

C. Required Skills and Abilities

The Special Education Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand

information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.

- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- o. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.

- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
- u. Coordination—Adjusting actions in relation to others’ actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one’s own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

1. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.
2. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolve problems in educational settings.
3. Communicating—Providing information to the Board, other administrators, and employees by telephone, in written form, e-mail, or in person; in meetings of the Board, committees, or staff meetings. Communicating with people outside the school district, representing the school district to the public, government agencies, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail; in meetings, conferences, or presentations.
4. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
5. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: administering school programs, maintaining educational records, and preparing and maintaining reports and files.
6. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.

7. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work, including planning meetings or conferences and use of time management techniques.
8. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
9. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes coordinating employee continuing education programs, directing and coordinating activities of staff, and overseeing execution of organizational or program policies.
10. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes assigning work to staff, establishing employee performance standards, evaluating performance of employees or contract personnel, maintaining group discipline in an educational setting, motivating staff to achieve work goals, orienting new employees, and supervising extracurricular activities.
11. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
12. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
13. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
14. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing policies, procedures, methods, or standards, establishing educational policy or academic codes, and writing grant proposals.
15. Interacting with Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
16. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
17. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: conducting training for staff, coordinating educational content, coordinating instructional outcomes, and developing instructional materials.
18. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes analyzing operational or management reports or records, organizational operating practices or procedures, survey data to forecast enrollment changes, and evaluating educational outcomes.
19. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using: conflict resolution

- techniques, use government regulations, interpersonal communication techniques, interviewing procedures, public speaking techniques, and teaching techniques.
20. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
 21. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
 22. Monitoring and Controlling Resources—Monitoring and controlling resources and overseeing the spending of money; including developing budgets.
 23. Staffing Organizational Units—Recruiting, interviewing, selecting, hiring, and promoting employees in an organization. This includes: developing staffing plan, conducting interviews and evaluating information from employment interviews, taking action to hire, discharge, transfer, or promote staff or to recommend such action.
 24. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
 25. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
 26. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
 27. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: explaining rules, policies or regulations and preparing handbooks and manuals.
 28. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form.
 29. Operating equipment—Operate equipment associated with the tasks and work activities; including operation of a motor vehicle.

E. Required Employee Characteristics

The Special Education Employee is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

G. Essential Functions: The essential functions of each employee's position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description and attest to my ability to perform the essential functions of the position:

Special Education Employee Signature

Date

Administrator Signature

Date

Discrimination in the Plattsmouth Community School District is prohibited under Title VII of the Civil Rights Act of 1964. Recognizing the legal, as well as social obligation to make equal employment opportunity a reality, the Plattsmouth Community School District hires and promotes without regard to race, color, gender, national origin, religion, sexual orientation, age, or mental or physical handicap unrelated to job performance. EOE.