

ROCHELLE PARK BOARD OF EDUCATION JOB DESCRIPTION MANUAL

TITLE: LEARNING DISABILITIES TEACHER/
CONSULTANT (LDT/C)

QUALIFICATIONS:

1. Valid New Jersey Educational Services Certificate and Learning Disabilities Teacher/Consultant Endorsement
2. Minimum experience as determined by the board
3. Knowledge of laws and regulations governing special education; and demonstrated ability to effectively assess children's learning characteristics, design appropriate instructional strategies and plan educational programs
4. Strong interpersonal and communication skills
5. Required criminal history check and proof of U.S. citizenship or resident alien status

REPORTS TO: Principal

JOB GOAL: In conjunction with the other Child Study Team members, the LDT/C shall assist with the development, coordination, and, where appropriate, the implementation of Individualized Educational Plans (I.E.P.'s) for all special needs students attending the various programs within the district. The LDT/C shall provide indirect, and where appropriate, direct services to students and teachers and shall ensure appropriate instructional materials and/or related services. The LDT/C shall, in coordination with the principal and other CST members, schedule meetings with parents, teachers, administrators, and/or outside agency representatives as necessary to best serve the needs of each child.

PERFORMANCE RESPONSIBILITIES:

1. Support the Board of Education's and administration's philosophy of education, special education, and instructional goals and objectives.
2. Serves as one member of a Child Study Team (CST), and participates in the evaluation, classification, and placement of all pupils with special needs.

3. Assesses academic proficiency and learning characteristics of each pupil formally referred to the child study team for evaluation and interprets the findings in written reports and informal conferences.
4. Assists as part of the CST in the development and coordination of an appropriate individualized education plan for each pupil requiring special education and/or related services under the authority of the director of special services.
5. Participates in the ongoing assessment of academic achievement and educational placement of classified pupils.
6. Consults with classroom teachers, administrators, and, where appropriate, parents regarding special instructional methods and/or materials necessary to meet the specific needs of individual pupils.
7. Acts as a consultant to instructional staff regarding interpretation of evaluation reports, selection of instructional materials, and teaching strategies when necessary.
8. Keeps up-to-date in the field of learning disabilities and with current regulations governing the education of pupils with disabilities.
9. Participates in the development and delivery of inservice programs and parent seminars related to learning disabilities and effective teaching methods, when requested and assigned.
10. Assist administrative and teaching staff to understand and address student learning problems.
11. Meet regularly with teaching staff to review new materials and to ascertain student progress towards achievement of I.E.P. goals.
12. Serves as a case manager, when assigned, and maintains appropriate case records.
13. Maintains professional competence through inservice education and other professional growth activities.
14. Performs all duties required as a member of the child study team by administrative code, state and federal laws, and board policy under the direction of the superintendent of schools or principal.
15. Performs other related duties as assigned by the superintendent of schools or the

principal.

TERMS OF

EMPLOYMENT: Work year and salary to be determined by the board.

EVALUATION: Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of certified staff.

APPROVED BY: _____ **DATE:** _____

REVISED: _____

Legal References:

<u>N.J.S.A. 10:5</u>	Law Against Discrimination
<u>N.J.S.A. 18A:6-7.1</u>	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
<u>N.J.S.A. 18A:6-10</u>	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A. 18A:16-1</u>	Officers and employees
<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement
<u>N.J.S.A. 18A:26-1</u>	Citizenship of teachers, etc.
<u>N.J.S.A. 18A:26-2</u>	Certificates required; exception
<u>N.J.S.A. 18A:27</u>	Employment and contracts
<u>N.J.S.A. 18A:28-3</u>	No tenure for noncitizens
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members
<u>N.J.S.A. 18A:28-8</u>	Notice of intention to resign required
<u>N.J.S.A. 18A:46</u>	Classes and facilities for handicapped children
<u>See particularly:</u>	
<u>N.J.S.A. 18A:46-5.1</u>	Basic child study team services; provision by boards of education and state operated programs
<u>N.J.A.C. 6:3-3.1 et seq.</u>	Conditions of employment for teachers
<u>N.J.A.C. 6:3-4.1 et seq.</u>	Supervision; observation and evaluation
<u>N.J.A.C. 6:3-4A.4</u>	Requirements of physical examinations
<u>N.J.A.C. 6:3-5.1 et seq.</u>	Seniority
<u>N.J.A.C. 6:3-6</u>	Pupil records
<u>N.J.A.C. 6:3-9</u>	Attendance and pupil accounting
<u>N.J.A.C. 6:8</u>	Thorough and efficient system of free public schools

<u>N.J.A.C. 6A:7</u>	Managing for equality and equity in education
<u>N.J.A.C. 6A:8</u>	Standards and assessment
<u>N.J.A.C. 6A:9</u>	Professional licensure and standards
See particularly:	
<u>N.J.A.C. 6A:9-3.3</u>	Professional standards for teachers
<u>N.J.A.C. 6A:9-5</u>	General certification policies
<u>N.J.A.C. 6A:9-9</u>	Requirements for educational services certificate
<u>N.J.A.C. 6A:9-13.10</u>	Learning disabilities teacher-consultant
<u>N.J.A.C. 6A:9-15</u>	Required professional development for teachers
<u>N.J.A.C. 6A:14</u>	Special education
<u>N.J.A.C. 6A:16</u>	Programs to support student development

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act (IDEA), reauthorized 1997, P.L. 105-17 (formerly the Education for All Handicapped Act)

Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (3d Cir. 1993)

Manual for the Evaluation of Local School Districts, Revised September 2002

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.