



**GALLATIN GATEWAY SCHOOL
PO BOX 265, GALLATIN GATEWAY, MT 59730**

CLOSING DATE: June 12, 2020 at 3:30pm.

The following application materials must be submitted to be considered for advertised openings:

- A completed application form.
- A cover letter addressing qualifications and teaching experience.
- A résumé showing your professional skills, educational training, work history, relevant personal skills, and contact information for three professional references who have not submitted a letter of recommendation.
- Three current letters of professional recommendation not identified elsewhere in application materials.
- Copy of Montana Educator PK-12 Special Educator Teaching license (and K-8 License, if applicable) - *preference will be given to applicants who also possess K-8 teaching license or other Montana teacher certification.*
- Copy of unofficial transcripts- *official transcripts must be provided upon employment offer.*
- Answer the following questions on a separate sheet that is attached to your application:
 1. What contribution do you feel you can make to Gallatin Gateway School District?
 2. How can you meet the needs of students in a K-8 school?
 3. Describe your experience in the selection and use of effective and responsive instructional materials, equipment, supplies, and other resources
- VETERANS ONLY: Affirmative Action Information (Employment Preference Form) will be kept separate and apart from the application during the screening process

Mail application materials to: Gallatin Gateway School, Theresa Keel, PO Box 265, Gallatin Gateway, MT 59730, or

email application materials to keel@gallatingatewayschool.com, Subject Line: K-8 Special Education Teacher Application

- Applications and supporting materials will not be returned.
- Background checks will be performed on all finalists.

Equal Opportunity Employer The Gallatin Gateway school district prohibits discrimination against or harassment of any person employed by or seeking employment with the school district because of race, creed, religion, color, political affiliation or national origin or because of age, physical or mental disability, marital status, or gender when the reasonable demands of the position do not require an age, physical or mental disability, marital status, or gender distinction. People of disability may request reasonable accommodation in the hiring process by contacting the school district personnel office.

Proof of Employability Any applicant chosen for employment must be able to produce a social security card, driver's license, or some other acceptable form of verification of employment eligibility in the United States pursuant to Form I-9 of the U.S. Department of Justice.

Authorization to Release Employment Records If employed by a school district, the applicant authorizes the school district to supply his/her employment record at the school district's sole discretion, in whole or part, to any prospective employer, government agency, or other party, when the school district's interest is deemed appropriate.

Criminal Background Investigations Any finalist recommended to be employed in a paid position with the District, involving regular unsupervised access to students in schools, as determined by the Superintendent, shall submit to a fingerprint based criminal background investigation conducted by the appropriate law enforcement agency. Any offer of employment or appointment will be contingent on results of the fingerprint based criminal background investigation. Employment in the District will not begin until a favorable result of the criminal background investigation has been received by the District. If an applicant has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the facts must be reviewed by the Superintendent, who will decide whether the applicant will be declared eligible for employment. Arrests resolved without conviction will not be considered in the hiring process, unless the charges are pending. The Superintendent and/or Board shall keep all criminal record information confidential as required by law.

The appropriate District personnel will screen all applications and select applicants to be interviewed in the near future. Applicants selected for interviews will be notified by mail, email, or telephone. Thank you for considering Gallatin Gateway School District as a potential employer.

Applicant's Signature _____ Date _____

Special Education Teacher Employment Application

Name _____ Phone _____

Address _____

Email Address: _____

Position(s) requested _____

Montana Educator Licensure Type _____ SEID Number _____ Exp. Date _____

Are you legally eligible for employment in the U.S.? Yes _____ No _____

Have you been previously employed by us? No _____ Yes _____ When? _____

Record of Education

College or University	Location (City & State)	Dates Attended	Graduation (Date & Degree)

Past and Present Employment

(Begin with most recent)

Company	Supervisor	Phone	Dates of Employment	Reason for Leaving

Personal References

(Please list three not identified elsewhere in application materials)

Name	Relationship	Phone(s)	Email

All statements and information provided within this application and its attachments, if any, are true and complete. I understand that omission or misrepresentation of material fact or altering this application form may result in refusal of or separation from employment.

Applicant's Signature _____ Date _____

EMPLOYMENT PREFERENCE FORM

(Optional for Veterans Only)

Name _____ Social Security Number _____

Position Applied For _____

To claim preference under the Montana Veterans' Employment Preference Act, complete the following. Providing the following information is voluntary but must be included with the application in order to claim employment preference. This information will be kept confidential and will only be used during the hiring process to provide the applicant employment preference. Applicants hired by the district will have this information placed in a separate confidential file.

1. Veterans' Employment Preference provides the addition of 5% points or 10% points to the applicant's score when a numerically scored selection procedure is used. Whenever a public employer uses a selection procedure other than a scored procedure, the public employer shall give preference to a disabled veteran, eligible relative, or veteran, in that order, over any no preferred applicant holding substantially equal qualifications.

2. To claim Veterans' Employment Preference you must be a U.S. Citizen and (check one of the boxes below):

A Veteran, if

1. you have been separated under honorable conditions,
AND
2. you have served more than 180 consecutive days of active duty other than for training in the Army, Air Force, Navy, Marines, or Coast Guard (not including National Guard or Reserves) or a member of the reserves who served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized.

A Disabled Veteran, if

1. you have been separated under honorable conditions from active duty,
AND
2. you have an established Armed Forces service-connected disability OR are receiving compensation, disability retirement benefits, or pension from the U.S. Department of Veterans Affairs or military department, OR you have received a Purple Heart.

The spouse of a disabled veteran if the veteran's disability prevents him/her from working.

The unremarried surviving spouse of a veteran or disabled veteran.

The mother of a veteran, if

1. THE VETERAN died under honorable conditions while serving in the Armed Forces, OR THE VETERAN has a service-connected, permanent, and total disability,
AND
2. YOUR SPOUSE is totally and permanently disabled, OR YOU are the unremarried widow of the father of the veteran.
3. In the box below, check the attachment you have included to document the preference request.

DD-214

Other

SIGNATURE: _____ DATE SIGNED: _____

SPECIAL EDUCATION TEACHER

REPORTS TO: Superintendent

UNIVERSAL OBLIGATIONS/EXPECTATIONS OF EACH STAFF MEMBER

It is the expectation of the District that each staff member will: (1) put the safety, health and well-being of students at the forefront of all actions, job responsibilities and decisions, and (2) undertake all duties in alignment with the District's Strategic Plan.

SUMMARY OF FUNCTIONS:

The Special Education Teacher position carries the responsibilities of leadership, confidentiality, and overall support of school programs. The Special Education Teacher complies with Federal and State regulations, Board policies and Administrative directives.

ESSENTIAL FUNCTIONS:

- Member of the school's Student Intervention Team.
- Facilitates instruction for individuals and groups as determined by Student Intervention Team.
- Performs data collection and reports progress as needed by Student Intervention Team (i.e. behavioral observations, benchmark testing, etc.)
- Coordinates and performs an annual review of the intervention with the Student Intervention Team.
- Understands and applies State and Federal Guidelines within IDEA for generation of documents compliant with guidelines and timelines including but not limited to: Referral, Evaluation Plan and Evaluation Report, Individualized Education Program (IEP) and Progress reports.
- Participates in annual staff training regarding changes in State and Federal Guidelines within IDEA.
- Collaborates and communicates with Teachers, Counselor, Special Education Director, and Administration about students in early identification process, pre-referral, academic or behavioral interventions as determined by Student Intervention Team and identified students with special education and/or related services.
- Works well with other staff members and collaborates with other teacher to benefit students.
- Write and develop Individualized Education Program (IEP) for each student based on IEP Team.
- Determines through evaluation and observation student progress based on IEP goals and/or student goals identified by the Student Intervention Team objectives.
- Monitors and report the progress of students identified by the Student Intervention Team.
- Attends and participates in Meetings: Student Intervention Team/Intervention Planning, ER/IEP, Staff, Data Analysis, and other school wide meetings as required by Administration.
- Facilitates instruction for individuals and groups as determined by Student Intervention Team.
- Plans and implements specialized curriculum, individual lessons, and teaching methods.
- Performs data collection as needed by Student Intervention Team (i.e. behavioral observations, benchmark testing, etc.)
- Conducts daily teacher consults for identified caseload.
- Reports cases of suspected child abuse according to state law.
- Maintains and records direct and frequent communication with parents about their child (i.e., one-on-one, phone, email, midterms, report cards, letters, notes, etc.) Communication will include positive compliments and areas for needed improvement.
- Timely and accurately prepares report cards, educational records, classroom observation records, and other forms as directed.
- Collaborates and communicates with other professionals (i.e. Speech-Language Pathologist, Occupational Therapist, School Psychologist, Outside Agencies etc.) and teaching staff regarding progress of students, curriculum, assessment, meeting dates and times, and related educational matters.
- Supervises students, classroom aides, and volunteers as directed.

- Maintains confidentiality concerning Student Intervention Team
- Understands FERPA regulations and maintains confidentiality.
- Performs staff training on rules and regulations of special education, including processes and forms.
- Creates a school intervention/special education program manual with the Student Intervention Team.
- Coordinates, performs an annual review of the intervention/special education program manual with the Student Intervention Team and updates the manual.
- Maintains a webpage on the school's website with current and accurate information pertaining to special education law.

Only minimum duties are listed. Other functions may be required as given or assigned.

DESIRED MINIMUM QUALIFICATIONS:

- Valid Teaching Certificate with special education endorsements.
- Demonstrates an understanding of child and adolescent developmental issues.
- Ability to relate to and work with children and/or adolescents.
- Ability to write reports and business correspondence.
- Ability to show continuous improvement in using technology and student technology devices.
- Ability to effectively present information and respond to questions from students, parents, staff, and the community.
- Ability to maintain good classroom management and handle stressful situations.
- Ability to maintain confidentiality of employment and student matters.
- Ability to effectively manage time and responsibilities.
- Ability to effectively perform essential functions independently with minimal supervision.
- Ability to use good judgment and effective problem-solving skills.
- Demonstrate initiative, ingenuity, flexibility, and desire to expand personal knowledge and skill set.
- Demonstrate an understanding, patient, warm, positive, and receptive attitude toward children.
- Ability to work effectively in an environment which can be both physically and emotionally fatiguing.

EQUIPMENT USED:

Computer, calculator, copier, telephone/voice mail, fax, email, website, wheelchairs, and other special needs equipment.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works inside. The employee must be able to meet deadlines with severe time constraints and is required to work in a stressful environment. The employee is directly responsible for the safety, well being, and work output of students. The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit, walk, and stand; travel from building to other sites; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. May be required to lift or move up to 20 pounds.

MENTAL/MOTOR DEMANDS:

While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions, which require oral and written communications. The physical demands, work-environment characteristics, and mental/motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

History:

Approved on: February 11, 2003

Revised on: April 21, 2014, May 15, 2019