Highline Public Schools is looking for a deaf and hard-of-hearing teacher for the 2015-2016 school year. We are located just south of Seattle and serve 19,000 students. Please visit our website at www.highlineschools.org for more information and to apply.

Job Description

JOB TITLE: TEACHER/SPECIAL EDUCATION DEAF AND HARD OF HEARING (DHH)  
GROUP: HEA  
WORK DAYS PER FISCAL YEAR: 180  
FLSA STATUS: Exempt

SUMMARY: The deaf and hard-of-hearing teacher serves identified DHH special education students who may or may not have other disabilities. Students served in a DHH setting may have a variety of disabilities, such as Specific Learning Disabilities, Behavioral Disabilities, and Autism Spectrum Disorders. The DHH teacher will collaborate and contribute as a school team member and communicate effectively with parents. DHH students may be served in a resource room setting, a self-contained class or a general education classroom with interpreters and/or other auditory supports.

CONTEXT AND MISSION: Highline Public Schools serves approximately 19,000 students in the communities of Burien, Des Moines, Normandy Park, SeaTac, Boulevard Park and White Center Heights in Washington State. Starting in the fall of 2012, the Highline community came together to develop a four-year strategic plan outlining the community’s bold goals and big dreams for its children. The plan’s promise is that every student in Highline Public Schools is known by name, strength, and need, and graduates prepared for college, career, and citizenship. The collective commitment embodied in the plan is grounded in the community’s deep belief that Highline students are capable of reaching the plan’s ambitious goals and is driven by students’ aspirations for their future.

The instructional vision articulated in the plan is organized around Four Pillars that guide professional and organizational practices:

• Equitable access to rigorous, standards-based instruction. High-quality instruction for all students.

• Results-focused professional learning and collaboration. Investing in our people so they continuously fine-tune their craft and grow in their profession.

• Strong partnerships with families and community. Schools can’t do it alone. We are better when students, families, community and educators work hand-in-hand.

• A culturally responsive organization. Our diversity is a strength and an asset. We are committed to equity, excellent service for all, and continuous improvement.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

• Develop and maintain compliant Individual Education Plans (IEP) and other compliance documents.

• Develop, implement and adjust appropriate programming that provides access to a student’s Least Restrictive Environment (LRE).

• Provide interventions and systematic, purposeful instruction at student’s instructional level and focusing on transition goals, linking district initiatives and Grade Level Expectations to IEPs.

• Implement interventions based on student assessments and evaluations.
• Establish and communicate clear lesson and intervention purpose.
• Schedule student interventions that are responsive to changing needs for intensity and/or duration.
• Utilize data and frequent, ongoing progress monitoring systems to inform instructional decisions and/or revisions.

Jennifer Young | Highline Public Schools | Recruiting and Retention Specialist |
206.631.3175