

ST HELENS SD 502

Special Education Teacher (2025-012)

JOB POSTING

Job Details

Posting ID

2025-012

Title

Special Education Teacher

Description

This posting is for multiple positions.

The St. Helens School District is located 28 miles from downtown Portland in scenic Columbia County. We are looking for dynamic and energetic individuals who are passionate about student success and want to make a difference.

Position: Special Education Teacher

General Information

The St. Helens School District is accepting applications for a full time (40 hours per week) Teacher - Special Education position. We encourage candidates with a background in Special Education, Behavior Management and Social Work to consider applying for this position.

Job Summary

TEACHER, SPECIAL EDUCATION - Elementary /Middle School / High School

Department: Student Services

Immediate Supervisor: Building Principal

Start Date: 08/25/2025

SUMMARY: As a Special Education Teacher, the employee may teach in a variety of elementary and/or secondary educational settings which include but are not limited to Inclusionary Settings, Resource Room, Structured Learning Center (intense academic and adaptive support), Social Emotional Learning Center (behavior support) or Supported Educational Program (Life Skills).

The primary responsibility shall include the Special Education Teacher planning for student success based on the assessed needs of individual students and the use of data and information to determine each student's skill level, set student learning goals and assess student progress. As part of the planning process, the teacher leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP).

In addition, the teacher may assist a general education classroom teacher with the selection of appropriate curricula or provide guidance on the appropriate accommodations and modifications required to support the students' access to the general education curriculum. The teacher will collaborate with team members and support the development, implementation and review of appropriate behavior plans or safety plans. The teacher will also provide guidance and oversight to the para-professionals that support the program. The Special Education Teacher is responsible for development, implementation and monitoring of successful student outcomes, which includes scheduling and facilitating all IEP related meetings.

Finally, the Special Education Teacher will assist the school district in carrying out the requirements of the special education programs as required by State and Federal law through Child Find, Evaluation, and Identification, ensuring students with disabilities receive a Free and Appropriate Education to enable students to benefit from their educational experience.

QUALIFICATIONS:

1. Successful completion of a teacher certification program at an accredited college or university and valid state certification(s) and/or endorsements.
2. Degree and certification endorsements as required by Oregon Certification Rules for position of Special Education Teacher.
3. Such alternative or additional qualifications as the Board or Superintendent may find appropriate or acceptable. An example of this could be a candidate currently in a teacher training program that would obtain their teaching license through an HR plan in coordination with the district.
4. Ability to oversee and direct the Special Education Program the teacher is assigned to.
5. Ability to read, analyze, interpret and follow general business periodicals, professional journals, technical procedures, and governmental regulations including but not limited to School Board Policies, Oregon Administrative Rules, and IDEA.
6. Ability to write Individual Education Plans, Behavior Support Plans, Progress reports, and summarize evaluative information in reports.
7. Ability to effectively present information and respond to questions from teachers, specialists, parents/guardians, community partners and the general public.
8. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
9. Ability to define problems, collect data, establish facts, and draw valid conclusions.
10. Ability to apply knowledge of current research and theory to instructional programs; selection and usage of appropriate curriculum/instructional interventions based on evaluation data; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned.
11. Ability to establish and maintain effective working relationships with students, peers, parents and community.
12. Ability to effectively communicate both clearly and concisely with parents, students, and staff verbally and in writing.

SUPERVISORY RESPONSIBILITIES:

Supervises students and directs the duties and responsibilities of Special Education paraprofessionals.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The competent teacher will:

- Provide direct instruction and related services to students with disabilities addressing the targeted needs as identified in the IEP.
- Provide student IEP accommodations, modifications, and/or statewide testing accessibility supports as determined by the IEP to general education teachers.
- Provide ongoing teacher support through collaboration regarding student needs.
- Provides special education expertise during the Child Study Team Meetings by providing recommendations on tiered support interventions, asking questions regarding barriers to student success or supporting recommendations for Child Find when tiered interventions have proven unsuccessful
- Works with the special education evaluation team to support evaluation and identification of students who meet eligibility criteria for Intellectual Disability, Deaf or Hard of Hearing, Deaf/Blindness, Blind or Visually Impaired, Communication Disorder, Emotional Disability, Orthopedic Impairment, Other Health Impairment, Autism Spectrum Disorder, Developmental Disability, Traumatic Brain Injury and/or Specific Learning Disability..
- Assesses students using formative and summative assessments based on academic, functional and/or social/emotional skills.
- Determines the specific needs of a child and develops an individual educational plan (IEP) to meet the student's individual needs including relevant goals, services and

- accommodations/modifications as outlined by current evaluation and performance data.
- Provides guidance and understanding of evaluation results of a referred student for appropriate team decision making.
- Participates in staffings with administrators, principals, speech language pathologists, reading specialists and other school personnel to evaluate and develop instructional programs for specific students.
- Maintains Special Education files for all students on caseload until sent to the District Office, and if chooses, will maintain a working file for students on caseload following all confidentiality guidelines.
- Identifies, plans for, provides and supports programming support for students requiring feeding and toileting needs within the educational setting, as well as supporting medical protocols as outlined by the district nurse.
- Provides direct instruction to students, monitoring that instruction and adjusting instructional design when data suggests it is necessary.
- Provides guidance and instructional support to Instructional Assistants along with lesson plans aligned with the goals of students they will be supporting.
- Provides support with modifying coursework and/or alternate options as outlined by the IEP.
- Consults with classroom teachers on progress of special education students and consults with classroom teachers regarding adaptation and modifications to be used.
- Works with building principals to interpret testing results or confer about instructional programs or progress of specific individuals.
- Obtains consent forms for testing and special program placement from parents when required and is available to explain testing procedures and testing results to parents.
- Participate in training and implementation of District adopted de-escalation, restraint and seclusion program, in order to safely meet the needs of students experiencing significant dysregulation.
- Participates in conferences with parents on the progress of their child in relation to the IEP goals.
- Complies with all State and Federal regulations.
- Maintains confidentiality of student records and personally identifiable information.

SALARY: As negotiated in the SHEA agreement.

EVALUATION: In accordance with negotiated SHEA agreement and district policy.

PHYSICAL DEMANDS & WORK ENVIRONMENT WHICH MAY INCLUDE: See below

PHYSICAL REQUIREMENTS FOR ESSENTIAL RESPONSIBILITIES

In an 8-hour workday, this job requires:

R - Rarely (Less than .5 hr per day)

F - Frequently (2.5-5.5 hrs per day)

NA - Not Applicable

O - Occasionally (.5-2.5 hrs per day)

C - Continually (5.5-8 hrs per day)

Physical Requirements

	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)		X			
Crawling		X			
Crouching (bend at knees)		X			
Stooping (bend at waist)		X			

Twisting (knees/waist/neck)	X
Turn/pivot	X
Climbing (stairs)	X
Climbing (ladder)	X
Reaching Overhead	X
Reaching extension	X
Repetitive use arms	X
Repetitive use hands grasping	X
Repetitive use hands squeezing	X
Fine manipulation	X
Using foot control	X
*Pushing/Pulling (Maximum Weight: 40 lbs)	X
*Lifting/Carrying (Maximum Weight: 40 lbs)	X

*Identify items typically moved:

Files, Materials, Curriculum, iPad/Technology, in rare occasions support with restraint/seclusion of a student

OTHER: The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.). 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.

Equal Opportunity Employer:

The St. Helens School District recognizes the diversity and worth of all individuals and groups. It is the policy of St. Helens School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veteran's status, genetic information or disability in any educational programs, activities, or employment.

Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans with Disabilities Act of 1990. Individuals with disabilities may contact the Human Resources Director at 503-366-7228 for additional information or assistance. Speech/Hearing impaired persons may contact the district for assistance through the Oregon telecommunications Relay Service at 1-800-735-2900.

Shift Type	Full Time	Salary Range	\$60,983.00 to \$102,520.00
Salary Code	Annual	Job Category	Teacher
External Job Application	OR Teacher Application	Internal Job Application	District Internal Candidate Application
Location	To Be Determined	Posting Status	Active
Minimum Qualifications Screening	Degree Requirement		

Job Application Timeframes

Internal Start Date	04/24/2025	General Start Date	04/24/2025
Internal End Date		General End Date	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Carmen Rice	1		
Emily Aragon	1		

Alternate Job Contact

<i>Name</i>	Lori Thompson	<i>Title</i>	Student Services Director
<i>Location</i>	District Administration	<i>Phone</i>	
<i>Email</i>	lorit@sthelens.k12.or.us		

References

<i>Automatically Send Reference Check</i>	Yes	<i>Reference Check Form</i>	Certified Survey
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