

ELEMENTARY ALTERNATIVE EDUCATION TEACHER

FLSA: Licensed (Professional)

PURPOSE: The purpose of this position is to develop and implement programs to remediate behavior and social problems for students eligible for emotionally/behaviorally disturbed, intellectually disabled, and autism spectrum disorders program. This position will also assist in the development and implementation of behavior intervention plans for general education students, as part of a team. This position will serve as a consultant to school personnel and parents of these students. Emotionally-behaviorally disabled and intellectually disabled students with severe disruptive behaviors in less restrictive settings are also eligible for these services. This position will also be responsible for coaching and implementation of behavior curriculum.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Meets the standards of Competent and Ethical Performance as outlined in Oregon Administrative Rules (OAR 584-020-000 to 584-020-045). The following are examples of principle duties; however, any one position may not cover all duties listed and examples may not cover all duties an employee is expected to perform.

- Create and model a respectful learning environment.
- Effectively work with and respond to people from diverse cultures or backgrounds.
- Design programs for students that are consistent with the total educational philosophy of the district
- Work as a team member in the development and implementation of inclusive strategies.
- Collaborate with general education and special education teachers, school administration, and
- Student Services special education administration in planning and developing the special education program
- Participate as a team member in referring those students who require further evaluation or follow-up services to the appropriate school personnel or community agencies.
- Participation as a team member in the identification of social/behavioral problems
- Design, implement, and monitor progress of behavioral management programs for students to remediate behavioral and social problems
- Participate in the development of the individual education programs for the students
- Participate as a team member in the evaluation of student progress
- Provide individual and group skills training to the students on a regular basis to include socialization activities (e.g., social skills training, anger management etc.)
- Develop and maintain psychosocial and behavioral data on the students
- Assist other professionals with student crisis intervention
- Plan and confer with the classroom teacher of students, as requested, concerning behavioral, social, or personal problems affecting the students
- Develop and conduct in-service activities regarding techniques for remediation of behavioral, social, or personal problems of students
- Assist the teacher of the students with development of crisis prevention plans
- Provide training for educational assistants with the programs in the areas of behavior management skills and effective education.
- Assist in developing and maintaining home-school relations in crisis situations with students
- Assist parents in locating and obtaining community resources which are available to the students and their families
- Update and maintain information concerning parent training

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- Assist with the development and maintenance of program evaluation procedures
- Assist with case-management and team problem-solving with other behavioral specialists, other district staff, agency personnel, and other appropriate professionals on a regular basis
- Collaborate with school staff to develop and implement behavior support plans and to monitor student progress toward goals of positive behavior.
- Manage time to complete required special education paperwork in a timely fashion.
- Observe special education processes and requirements including progress reporting, data collection, and other procedural work.
- Maintain accurate, complete and confidential records as required by law and district policy and administrative regulations.
- Work as part of the school team to fully implement Response to Intervention (RTI).
- Establish and maintain open lines of communication with school staff and with parents/guardians concerning academic and behavioral progress of students.
- Assist school staff and administration in implementing all policies and/or rules governing student conduct, reinforce individual school's plan for positive behavior support, develop reasonable rules for classroom behavior and utilize effective, proactive behavior management skills in all school settings.
- Assume responsibility for assigned duties, e.g., playground, lunchroom duty.
- Utilize technology as related to job responsibilities.
- Reflect upon own teaching performance and accept and implement supervisory feedback to improve skills and services to students.
- Take primary responsibility for pursuing and evaluating own professional growth.
- Attend and participate in Special Education and building staff meetings, and district inservice meetings.
- Participate in activities that are related to school functions and/or the education process that occur
- outside the regular workday, in accordance with the collective bargaining agreement.
- Work collaboratively with school personnel in meeting diverse social and academic needs of students.
- Perform other duties as assigned.

GENERAL PERFORMANCE REQUIREMENTS:

- Perform duties in a courteous and efficient manner that builds the confidence of staff, students and the public in the Corvallis School District and enhances learning.
- Maintain regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following a schedule.
- Observe laws, district policies and procedures, and professional standards for this position.
- Work effectively and collaboratively with diverse school personnel, student, parent and community populations.
- Carry out work responsibilities with strong organizational skills, effectively under pressure of deadlines, difficult situations, interruptions, and new or emergency conditions.
- Respect confidential information and the privacy of students, staff and parents.
- Support students and staff in the district's career related learning standards to encourage the development of independent work skills through career exploration and community involvement.
- Collect, record, store, retrieve, assimilate, organize and utilize information and records electronically and by using traditional methods.
- Develop job skills necessary to meet changes in the position.
- Maintain personal appearance and hygiene appropriate to the position as defined by the district.

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- Meet applicable district physical ability/health and safety guidelines for the position.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Valid Oregon teacher's license with appropriate special education endorsement and grade level authorization. Must be highly qualified or able to become highly qualified in area assigned according to NCLB laws.
- Experience with and knowledge of students with a wide range of disabilities.
- Knowledge of state and federal special education regulations and procedures with regard to referral, identification, evaluation, placement and provision of a free, appropriate education.
- Experience with Positive Behavior Support Systems and Functional Behavior
- Assessment/Functional Behavior Analysis.
- Familiarity with a variety of instructional, assessment and behavior management strategies that reflect current research on best practices.
- Experience in the development and implementation of Behavior Intervention Plans, classroom management systems, progress monitoring systems and reinforcement systems.
- Experience in data collection and data analysis
- Ability to develop and provide training related to effective emotionally-behaviorally disabled practices in all school settings
- Ability to effectively lead/facilitate group processes
- Familiarity with state standards and curriculum frameworks.
- Knowledge and experience with differentiated instruction.
- Effective oral and written communication skills.
- Knowledge of state and federal education laws and of student and staff rights.
- Ability to exhibit professionalism and effective human relations.
- Ability to effectively manage and supervise students and their work.
- Ability to direct the work of other staff members.
- Ability to facilitate meetings and collaboration efforts with staff and community.
- Ability to travel among district facilities as needed, and, if driving, the ability to meet district driving standards.
- Standard First Aid certification, or the ability to obtain certification within two months of hire, may be required.

PHYSICAL DEMANDS: The physical demands described here 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.

Frequent or prolonged standing, walking and sitting.

- Frequent or prolonged standing, walking and sitting.
- Crouching to work with younger students.
- Possibly moderate to high noise level.
- Frequent and prolonged talking/listening in conversations/meetings.
- Requires accurate perceiving of sound, near and far vision, depth perception.
- Requires handling and working with variety of materials and objects.
- Work may occasionally involve lifting/carrying objects weighing 25-50 pounds.
- Work may require lifting or assisting in lifting a student or physically restraining a student from harming self or others.
- Possible exposure to bodily fluids due to student injury or illness.
- Possible exposure to bodily harm due to student behaviors.
- Exposure to a variety of chemicals comprising instructional and art supplies and materials.

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WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This position is primarily performed indoors in school buildings, although some outdoor instruction and supervision are required.
- This position involves working in close proximity to groups of children and adults.
- This position may require traveling to multiple work sites.
- Evening and/or extended work hours may be required.

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 (or the position itself) at any time it deems advisable.

EMPLOYEE STATEMENT: I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation(s) in order to fulfill any or all of these essential functions I will inform the District prior to actually beginning work.

I have read and understand this job description.

Signature_____

Date_____

ADDENDUM: WORKPLACE EXPECTATIONS-Requires Signature