

Grants Pass School District No. 7 – Job Description

JOB TITLE/ASSIGNMENT

EMPLOYER: Grants Pass School District No. 7

JOB TITLE: Site Based Special Education Teacher

FLSA STATUS: Exempt

REPORTS TO: Building Administrator/Principal

OVERVIEW OF THE POSITION

The Teacher promotes and develops successful learning for students, performs instruction and related duties in accordance with District Policies and terms of the teacher contract. The Teacher also maintains a cooperative attitude with staff, parents, and students.

RESPONSIBILITIES/DUTIES

1. ESSENTIAL RESPONSIBILITIES

- a. Cultivate and model a respectful working and learning environment.
- b. Annually pass the District's required online training by the District's assigned due-date.
- c. Follow site and/or District protocol for reporting absences.
- d. Maintain current licenses and/or certificates required for the position.
- e. Utilize the District's electronic systems and applications related to the job.
- f. Provide for the health and safety of students in all instructional settings.
- g. Model personal behaviors of honesty, fairness, courtesy and consideration.
- h. Maintain a cooperative relationship with administration, staff, students and parents.
- i. Demonstrate competency in equity, diversity and inclusion.
- j. Write valid IEP's and to follow IDEA and 504 procedures.
- k. Promote high levels of achievement in relation to individual student abilities.
- l. Implement techniques and methodologies appropriate to student abilities.
- m. Utilize current and relevant subject matter.
- n. Demonstrate knowledge of and ability to use research-based principals of effective instruction.
- o. Organize instruction using learning objectives with clearly defined student outcomes.
- p. Employ teaching strategies congruent with planned student outcomes.
- q. Select teaching strategies emphasizing student involvement.
- r. Monitor student learning and pave instruction accordingly.
- s. Develop and maintain an environment conducive to effective student learning.
- t. Develop clear classroom behavioral expectations.
- u. Communicate course goals and academic expectations to students.
- v. Provide for the health and safety of students in all instructional settings.
- w. Prepare daily lesson plans and provide instruction predicated on course goals and objectives.
- x. Implement and communicate appropriate standards-based on grading practices.
- y. Model personal behaviors of honesty, fairness, courtesy and consideration.
- z. Maintain a cooperative relationship with administration, staff, students, and parents.
- aa. Share appropriate information with parents and with other staff members.

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- bb. Work collaboratively in professional learning communities to provide documentation of students' progress.
- cc. Provide timely and accurate feedback/documentation to students, parents, and appropriate staff members.
- dd. Create appropriate homework assignments and provide feedback to students.
- ee. Maintain appropriate records of student performance within district approved grade book.
- ff. Exhibit personal interest and build motivation to encourage student interest in the subject area.
- gg. Maintain an ongoing personal program of professional growth and development.
- hh. Develop and implement annually an approved plan for professional growth and development.
- ii. Identify and request to attend professional workshop activities intended to increase the teacher's instructional effectiveness.
- jj. Participate in District sponsored in service offerings appropriate to assignment.
- kk. Collect appropriate student performance data for determining the extent to which student IEP goals and objectives are achieved.
- ll. Exhibit personal interest and encourage student interest in the subject area.
- mm. Participate in professional growth opportunities sponsored by the district.
- nn. Perform duties and expectations of a Case Manager.
- oo. Partner and collaborate with teachers and specialists to ensure IEP is implemented.
- pp. Provide instruction and direction to assigned instructional assistants ensuring delivery of instructional services.
- qq. Adjust behavioral systems for individual student needs using functional behavior assessment and behavior support plans.
- rr. Maintain all equipment identified in the IEP for students.
- ss. Use approved methodology to provide for the health and safety of students, including administration of medication, toileting, changing, and transferring or providing health procedures in compliance with School District policies, State and Federal government, under the direction of appropriate District personnel.
- tt. Familiar with all IEP eligibilities with additional focus on Autism, medically fragile, non-verbal, and sensory eligibilities.
- uu. Knowledgeable and comfortable using SPED specific tools like swings, weighted blankets, Kevlar sleeves, etc.
- vv. Collaborate with a team of professionals for Autism, OT/PT, TBI, hearing/vision, behavior specialist, and SLP.
- ww. Willingness to continually research and reeducate in new models of behavior intervention, medically fragile, Autism, non-verbal, and sensory eligibilities.

2. OTHER DUTIES

- a. The organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope, but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's goals.

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QUALIFICATIONS/CERTIFICATES/LICENSES

1. A valid State of Oregon Teaching License appropriate for the position with appropriate endorsement.
2. A valid Oregon Driver's License.
3. A minimum of a Bachelor's degree from an accredited institution.
4. The ability to follow oral and written instructions.
5. The ability to effectively work and communicate with students, parents, and school personnel from diverse cultures and/or backgrounds.
6. The ability to work harmoniously with others.
7. Proficient in the use of computer and Internet based applications, including but not limited to email and systems applications.
8. The ability to learn new automated systems as they are brought online by the District.
9. Maintain integrity of confidential information relating to students, staff, and district patrons.

PHYSICAL DEMANDS

ENDURANCE-OVERALL STRENGTH: Medium Work

Exerts force and/or lifts or carries objects weighing 20 to 50 pounds occasionally, 10 to 25 pounds frequently, and/or greater than negligible amounts up to 10 pounds constantly.

STANDING: Constantly (2/3 or more of the time)

Remain on feet in an upright position at a work station or moving about from station to station.

WALKING: Constantly (2/3 or more of the time)

Move about on foot.

SITTING: Constantly- (2/3 or more of the time)

Remain in a seated position.

LIFTING/CARRYING: Frequently (up to 2/3 of the time)

Lift by manually raising or lowering an object from one level to another (including upward pulling), and/or carry (transport) an object, usually holding it in the hands or arms, or on the shoulder.

PUSHING/PULLING: Periodic - Does not occur on every shift

Push by exerting force on an object so that it moves away from the force or worker and/or pull by exerting force on an object so that it moves toward the force or worker.

BENDING/STOOPING: Occasionally (up to 1/2 of the time)

Stoop by bending the body downward or forward by flexing the spine at the waist, and/ or bend by extending the spine backward or from side to side.

REACHING: Frequently (1/3 to 2/3 of the time)

Extend the hands and arms in any direction.

HANDLING: Constantly (2/3 or more of the time)

Seize, hold, grasp, turn, or otherwise work with the hand or hands.

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ROTATION: Constantly (2/3 or more of the time)

Twist and turn the spine or a ball and socket joint such as the shoulder or hip.

TALKING: Constantly (2/3 or more of the time)

Express or exchange ideas by means of the spoken word to impart oral information to clients or to the public and convey detailed spoken instructions to other workers accurately, loudly, or quickly.

HEARING: Constantly (2/3 or more of the time)

Perceive the nature of sounds by the ear.

SEEING: Constantly (2/3 or more of the time)

Obtain impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects.

ENVIRONMENTAL CONDITIONS

LOCATION: Inside

Work is predominately inside and generally provides protection from weather conditions, but not necessarily from temperature changes.

NOISE/VIBRATION: Constantly (2/3 or more of the time)

Endure sufficient noise, either constant or intermittent, to cause marked distraction or possible injury to the sense of hearing.

I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s). The Grants Pass School District 7 will provide reasonable accommodations upon request and as required in accordance with the Americans with Disabilities Act of 1990.

SIGNATURE	DATE
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