

Job Title: Special Education Teacher: Behavior Support
Work Days: 190
Salary Range: \$
Extended Responsibility Pay: \$

Work Site: District-Wide
Reports To: Director of Student Services
Effective Date: January 2020
FLSA Status: Exempt

EMPLOYEE VALUE PROPOSITION

Jefferson County School District is committed to seeing every student realize their full potential while receiving a top-tier education. Our small Central Oregon community is rich in culture and beauty, providing some of the greatest assets Oregon has to offer. You'll find breathtaking views, an abundance of outdoor activities and plenty of unique and enriching community events. It's the perfect place to make an impact on the world, one student at a time.

POSITION SUMMARY

The Behavior Support Special Education Teacher, serves as a specialist for students who experience a significant impact to their educational achievement due to social, emotional and behavioral skill development, and who require support services in order to access and benefit from general education instruction.

The Behavior Support Teacher provides direct instruction within specific skill deficit areas that may negatively affect academic progress. Areas of direct instruction may include but are not limited to social skills, functional academic skills, social/emotional/behavioral skill development, problem solving, executive functioning, self-regulation, organization and self-management. Additionally, the Behavior Support Teacher may assist general education classroom teachers with appropriate behavior intervention strategies and implementation of behavior intervention plans.

The Behavior Support Teacher will follow the federal, state and district procedural safeguards regarding individual education plan development and implementation.

ESSENTIAL FUNCTIONS / MAJOR ASSIGNMENTS

- Develops and recommends plans, interventions or strategies using assessment data, observations and relevant medical and developmental history.
- Conduct specialized student assessments and evaluations, including: Is well-versed in a multitude of measurement, clearing communicates analysis of results and recommendations clearly.
- Uses current body of knowledge in cultural diversity issues in teaching and curriculum development to design and adapt individual/group academic and behavioral/social programs in all school settings.
- Attends meetings with teachers, parents and other agencies regarding student assessments and implementation of intervention strategies.
- Works successfully as a flexible and responsive member of a team (IEP, Placement, SST, 504, etc.) and assumes appropriate roles: lead, follow and support others in a productive manner.
- Communicates and collaborates effectively with students, parents, staff and agencies, while maintaining professionalism and confidentiality.
- Focuses consistently on students' needs and assists in creating a positive and supportive learning environment.
- Attends staff meetings and serves on committees as appropriate.
- Completes required reports and other paperwork in a timely and professional manner, including IEP related documentation.

- Demonstrates professional growth through an on-going program of reading, workshops, seminars, conferences and/or advanced coursework; objectively, accurately and perceptively reflect on professional practice.
- Consults with educational staff and families.
- Serves as a liaison between the Education Service District, school district, social service agencies and families as appropriate.
- Provide planning, training and monitoring for educational assistants for effective support of students and the behavior program.
- Establishes and maintains open lines of communication with all students and parents/guardians concerning both the academic and behavioral progress of all assigned students.
- Adheres to Federal Law and State Law in carrying out programs as assigned, including but not limited to IDEA and Oregon Administrative Rules.
- Performs responsibilities of teachers consistent with OAR 584-036-0011: plans instruction, establishes a classroom climate conducive to learning, implements and plans for instruction, evaluates student achievement, and directs instructional assistants.
- Demonstrates competencies as outlined in The Competent and Ethical Educator (Oregon Administrative Rules 584-020-0035).
- Adheres to district personal protective equipment (PPE) protocols and procedures outlined in student behavior plans as well as identify the need for PPE or changes in PPE protocol - which might include the need for replacement or new equipment, the discontinuation of the use for a plan, or seek out additional PPE should it be needed.
- Due to (a) the nature and scope of the essential functions, (b) the importance of personal interactions between this position, employees, students, and other members of the public, and (c) the availability of job-related tools, equipment and resources at work, performance of the essential functions requires regular, consistent, on-site attendance while working independently and with others.
- Follows and maintains knowledge of all District policies and procedures.
- Other duties may be assigned as needed. As student needs evolve the day to day essential functions may vary.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned which could include work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

PREFERRED QUALIFICATIONS

- Bachelor's Degree.
- Minimum of three years of successful classroom teaching experience.
- Valid TSPC endorsement in special education, or willingness and ability to obtain.
- Have standards of moral character as required of all Oregon licensed educators (OAR 584-005-0005).

PREFERRED QUALIFICATIONS

- Masters Degree in Special Education, School Psychology, or Counseling
- Experience with ENVoY/Collaborative Problem Solving/AVID or related strategies.
- Bilingual Spanish

SUPERVISORY RESPONSIBILITY

This position may supervise volunteers, student aides, and instructional assistants. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

INTERPERSONAL CONTACTS

This position has daily interaction with those inside the organization. The interactions are primarily with students, families, peers, and supervisors.

SPECIFIC JOB ABILITY

- Ability to work positively and cooperatively with others.
- Ability to communicate fluently verbally and in writing in English.
- Knowledge of and experience with effective instructional and behavioral strategies for students.
- Ability to work well with others from diverse backgrounds.
- Ability to effectively teach adult learners.
- Ability to effectively utilize Google Suite Apps.
- Ability to earn a valid CPR/First Aid card.

SPECIFIC JOB EFFORT (Mental & Physical Factor)

- There is a regular need for assessment of risk, analysis of options and decisions without complete information.
- While performing the duties of this position, the employee is regularly required to talk or hear.
- This position requires frequent walking, standing, sitting, use hands for fine manipulation, handling or feeling and reaching with hands and arms.
- This position is occasionally required to stoop, kneel, crouch or crawl.
- This position requires some physical efforts or manual labor such as lifting, carrying or constant movement. This position will occasionally lift and/or move up to 25 pounds and occasionally up to 50 pounds.
- This position may occasionally climb stairs.
- This position requires specific vision abilities including; close vision, distance vision, ability to adjust focus and peripheral vision.

JOB CONDITIONS

- The work schedule is mostly stable and does not fluctuate without prior notice.
- The work environment is well protected, with virtually no hazards or obstacles. However, there may be occasional risk due to unpredictability of student behavior.
- The work environment is usually comfortable indoors, however there may be occasional temperature changes for short durations of outdoor supervision duties.

Prepared By: Human Resources Department

Approved: July 2020

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

Employee Signature: _____ Date: _____

Employee Printed Name: _____

Supervisor Signature: _____

Date: _____

Supervisor Printed Name: _____