

Job Title: Student Support Specialist/Behavior Teacher **Work Site:** District-Wide
Work Days: 190 **Reports To:** Director of Student Services
Salary Range: \$49,146-\$96,390 (2025/26 SY TBD) **Effective Date:** July 2024
Extended Responsibility Pay: SPED Stipend (2025/26 TBD)

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 Student Support Specialist/Behavior Teacher provides support to students enrolled in an elementary intensive behavior program within Jefferson County School District 509-J. The Student Support Specialist/Behavior Teacher also supports families in obtaining access to other community services. Responsibilities include the planning and management of daily activities to meet the academic/social skills/behavior goals established for students. Additionally, the Student Support Specialist may provide small group social skills instructions and collaborate with other professionals in meeting the diverse academic/social/emotional/behavior needs of students. The teacher participates in the hiring, training, and direction of supported educational assistants.

ESSENTIAL FUNCTIONS / MAJOR ASSIGNMENTS

- Promote/teach positive coping and stress management skills
- Respond to need for crisis intervention
- Communicate regularly with families
- Identify families who may need additional counseling/services and make appropriate community referrals as necessary
- Participate in regular team meetings to discuss student support and strategies
- Keep appropriate records
- Case manage special education records for students
- Prepare Step-Up and behavior intervention plans in collaborations with the team
- Communicate with resident schools, mental health providers, and consulting psychiatrist
- Communicate clearly and appropriately verbally and in writing
- Respect and maintain confidential information in all situations
- Trained in Nonviolent Crisis Intervention and Collaborative Problem Solving
- Other duties to support student academic growth and knowledge of classroom activities to support accurate IEP goals and present levels
- Collect and analyze behavioral and academic data
- 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.

QUALIFICATIONS

- Bachelor's Degree
- Valid TSPC endorsement in special education, or willingness and ability to obtain.
- Training or willingness to gain training in crisis intervention and collaborative problem solving
- Have standards of moral character as required of all Oregon licensed educators (OAR 584-005-0005).

PREFERRED QUALIFICATIONS

- Masters Degree in social work, counseling, or clinical psychology.
- Three years of successful classroom teaching experience with elementary students with challenging behavior.
- Knowledge & experience with alternative learning methods, thorough knowledge of functional behavioral assessment and experience with designing behavior intervention plans.
- Training and experience with cognitive behavioral interventions

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 utilize Google Suite Apps.
- Ability to earn a valid CPR/First Aid card.
- Access to reliable transportation
- Consistent attendance is required

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: April, 2024

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: _____