

Job Title: Elementary Behavior Learning Center Teacher
Department: Special Education
Reports To: assigned Special Education Coordinator II
FLSA Status: Exempt
Salary Schedule: TT (up to TOSA Level 2)



SUMMARY

The primary responsibility of this position is to ensure that all students with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services, as specified in an Individualized Education Program (IEP), designed to meet the unique needs of the student and help prepare them for further education, employment, and independent living. The focus of the behavior learning center is to help students acquire replacement behaviors, coping strategies, and self-regulation. Furthermore, it is imperative that students are working to generalize their learning as they transition to a less restrictive setting and eventually back to their neighborhood/referring elementary school.

ESSENTIAL DUTIES AND RESPONSIBILITIES *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Works under the direction of the District Behavior Team Leader and in collaboration with essential special education related services personnel (i.e. LCSW, Occupational Therapist, etc).

Acts as case manager and has oversight for each student's Individual Education Plan (IEP) and Behavior Intervention Plan (BIP). Develops a program to address the unique behavioral, emotional, mental, social, and academic needs of the students placed in this special class.

Becomes acquainted with the needs, interests, abilities, and challenges of each child with a disability through personal interaction, student's case file, and input from the IEP team to establish routines, structures, and schedules that promote a safe and orderly learning environment. Follows guidelines for classroom management and emergency safety procedures as outlined in the Utah State Board of Education (USBE) Least Restrictive Behavioral Interventions (LRBI) manual.

Provides day-to-day specialized instruction in both behavior and academics as outlined in students' IEP and BIP and coordinates with LCSW in the provision of appropriate counseling, mental health services, and/or social skills.

Maintains a positive approach in interacting with students and focuses on having them self-regulate and be integrated back in the Least Restrictive Environment (LRE); maintains differential reinforcement programs (group contingencies, etc.) tied to specific behaviors using Functional Analysis of Behavior (FBA) and Applied Behavior Analysis (ABA); maintains standards of individual student behavior through collecting, monitoring, managing, and using data to inform schedules and services to benefit student.

Holds monthly meetings with parents and referring school personnel to update student progress and consider transition, as appropriate.

Works with and appropriately allocates behavior support technicians and paraprofessionals in the implementation of IEP services to students.

Ensures that the rights of students with disabilities and their parents are protected as stated in the Procedural Safeguards: Due Process Procedures for Parents and Students with Disabilities.

Effectively uses the district electronic IEP Program for the assessment, identification and eligibility of students with disabilities, and the development and implementation of IEPs and BIPs.

Ensures compliance to local, state and federal special education policies, procedures and laws and ensure students with disabilities are educated in the LRE, in the appropriate Continuum of Alternative Placements, and, to the maximum extent appropriate, in classrooms (schools) with their age-mate peers who are not disabled.

Ensures the implementation of evidence-based instructional practices to meet the individual learning needs of students with mild/moderate disabilities so as to maximize access to and progress in the general curriculum. Vital behaviors include: data collection observation, coaching, modeling, providing feedback and/or additional resources to mild/ moderate special education teachers as needed.

Ensures the implementation of positive behavioral interventions as outlined in the USBE LRBI manual and meet the training needs of mild/moderate special education teachers in writing and implementing Functional Behavior Assessments (FUBAs) and BIPs via coaching, modeling, observing, providing feedback or providing additional resources as needed.

Acts as a liaison between the Special Education Leadership Team and individual teachers in order to request additional assistance as needed for individual teachers and teams.

Attends state and local meetings, conferences and professional development activities as assigned.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities unless otherwise specified by school principal.

KNOWLEDGE, SKILLS, ABILITIES, AND 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. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Maintains a thorough knowledge of: Individuals with Disabilities Act (IDEA 2004), Least Restrictive Behavior Interventions (LRBI), Emergency Safety Interventions (ESI), Positive Behavior Interventions and Supports (PBIS), data collection, evidence-based instructional practices, specially designed instruction (SDI), ASPEN (De-escalation, emergency safety interventions, and crisis strategies), and state and local policies and procedures related to special education.

Ability to work well teachers and parents of students with disabilities, apply common sense understanding to carry out essential duties of this position, and carry out instructions furnished in written, oral, or diagram form.

Ability to appropriately adapt instructional programs and materials, collect instructional data for decision-making process, troubleshoot and solve problems involving various situations, and maintain confidentiality and professionalism.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Must have excellent verbal and written communication skills in order to collaborate effectively with administrators, teachers, parents, students and various outside agencies. Ability to read, analyze, and interpret technical manuals relating to compliance and implementation of special education policy, procedures and laws.

Ability to acknowledge and utilize the skills and expertise of others and maintain confidentiality in order to build trust and increase the capacity of individuals and teams.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

EDUCATION and/or EXPERIENCE

Bachelor's degree from an accredited four-year college or university. Successfully completion of a minimum of three years' experience, teaching students with disabilities at the elementary level and teaching students with disabilities who have challenging behaviors and/or social-emotional concerns, is preferred.

CERTIFICATES, LICENSES, REGISTRATIONS

Active Level 2 or 3 Utah Special Education K-12 License or the ability to obtain a Utah Special Education K-12 License.

An active Board Certified Behavior Analyst (BCBA) certification (or equivalent) or enrolled in an equivalent program is preferred.

A valid Utah Driver's License is required.

Must meet the qualifications identified in WCSD policy 1120.3.1.

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.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, use hands to handle or feel, talk or hear, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance, and taste or smell. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move up to 100 pounds. The employee must also have the ability to escort and assist children with special needs, including wheelchairs, as necessary. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

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.*

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Prepared By: Special Education Director			Date: 3/3/2017
Approved By: Executive Director, Human Resources			Date: 03/13/2017
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EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	