

JOB DESCRIPTION

POSITION TITLE:	Therapeutic School Teacher
DEPARTMENT & PROGRAM:	Special Education (School-age) Heron Creek Therapeutic Program
WORK YEAR:	190-days Instructional
SALARY PLACEMENT:	Licensed Salary Schedule
SUPERVISED BY:	Program Administrator
ASSOCIATION:	Licensed
FLSA STATUS:	Exempt

GENERAL DESCRIPTION OF THE POSITION:

The Teacher designs a positive learning environment and delivers instruction to students whose educational needs are primarily the result of significant social, emotional and behavioral challenges. The Teacher is responsible for assessment of each student's individual academic needs, individualization of the regular education curriculum (K-12), development of IEPs as appropriate and collaboration with the therapeutic team to support achievement of home, school, and social/emotional goals.

ESSENTIAL FUNCTIONS:

1. Assesses students' academic needs using standardized achievement, criterion referenced and psychoeducational tests, and completes three-year re-evaluations for special education eligibility in compliance with state and federal regulations
2. Identifies students' individual academic needs and leads the child study team in the development of individual education plans or individual program plans
3. Plans, selects, and teaches academic curriculum using the regular education, grade level and credit courses (K-12)
4. Co-instructs with the Social Skills Specialist to integrate academic and social skills development
5. Collaborates with therapeutic team members to develop and implement a comprehensive program for students and their families, with each member of the team sharing their specific expertise and fulfillment of a discrete role to meet the education and social/emotional needs of students
6. Contributes to team development using a solution based focus, seeking and using the expertise and perspectives of other team members to develop common understandings and agreements
7. Utilizes crisis prevention and intervention strategies including the use of safe restraint in situations where students could injure themselves or others
8. Communicates with students during instruction and interpersonal interaction using language structure, tone and body language that promotes positive student behavior, conflict resolution and problem solving, effective management of power struggles, and applies proactive strategies for management of escalating behavior
9. Monitors and records student progress including portfolios, report cards and credits earned
10. Confers frequently with district, consulting education staff, students, and, as appropriate, with parents concerning the academic progress or concerns of all assigned students
11. Provides for the daily supervision of classroom educational assistants, including training, assignment of tasks, and completion of required observations and evaluations
12. Works cooperatively with local district and/or private agency administration and staff, fulfilling responsibilities as a member of the school or facility
13. Compiles student data required under IDEA or necessary for local, state and federal reporting, assists the program secretary to maintain accurate student records
14. Maintains a safe, therapeutic environment for students
15. Selects instructional materials and manages the district resources assigned to the classroom
16. Maintains knowledge of best practices in the field, and demonstrates quality teaching techniques
17. Participates in planning meetings, training sessions and in-services
18. Uses technology to produce and manage student information

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Current Oregon teaching license with appropriate endorsement to teach in highly qualified areas
2. Knowledge and experience in special education teaching students whose primary disability is severe social/emotional or behavioral challenges
3. Ability to assess and teach academic skills (K-12) in math, reading and language arts
4. Ability to assess learning problems and determine eligibility for special education under Oregon Administrative Rules for Learning Disabilities, Severe Emotional Disturbance, Other Health Impaired, Intellectual Disability, Autism
5. Ability to compose and produce concise professional documents
6. Working knowledge of Individuals with Disabilities Education Act (IDEA) regulations and procedures
7. Skilled at working with other professionals such as counselors, social workers, psychologists, and psychiatrists as resources for planning and delivery of specially designed programs
8. Ability to develop and utilize complex scheduling and time management techniques in the daily operation of the instructional program
9. Ability to supervise one or more educational assistants
10. Ability to acquire and maintain a valid first aid and CPR card
11. Valid Oregon driver license
12. Written and oral communication skills sufficient to perform essential functions
13. Physical and mental attributes sufficient to perform essential functions
14. Ability to acquire and maintain Pro-ACT certification as appropriate
15. Technology skills sufficient to perform the essential functions

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that he or she can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)						
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.						
01-30 lbs	Never	Rare	Occasionally	<input checked="" type="checkbox"/> Frequently	Continuously	
General school supplies, teaching materials, food items, and backpacks						
26-50 lbs	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Positioning of students in wheelchairs and assisting in the transfer of students.						
> 50 lbs	<input checked="" type="checkbox"/> Never	Rare	Occasionally	Frequently	Continuously	

Employee may need to: (X = REQUIRED)						
Bend	Never	Rare	Occasionally	<input checked="" type="checkbox"/> Frequently	Continuously	
Climb	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Crawl	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Drive	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Kneel	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Reach (above shoulder)	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Reach (forward)	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Sit	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	



Squat		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Stand		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Twist		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Walk		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Run		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Stairs		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Lying Down		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Hands may be used for: (X = REQUIRED)							
Grasping		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Pinching		Never	<input checked="" type="checkbox"/> Rare	Occasionally		Frequently	Continuously
Finger Manipulation		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Wrists may be used for: (X = REQUIRED)							
Twisting/Turning		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Pushing/Pulling: (X = REQUIRED)							
01-30 lbs		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
31-50 lbs		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never	Rare	Occasionally		Frequently	Continuously
Carrying: (X = REQUIRED)							
01-30 lbs		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.						
31-50 lbs		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.						
> 50 lbs	<input checked="" type="checkbox"/>	Never	Rare	Occasionally		Frequently	Continuously

Description										
Environment Exposures (X = REQUIRED)										
Chemical Contact		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Moving Objects		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Noise		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Safety Equipment		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Wetness	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | = Not Required

REASONING ABILITY:

- X Complete routine, repetitive tasks with simple instructions
- X Follow detailed instructions that require few changes
- X Follow detailed procedures with several potential variables
- X Accurately interpret behaviors and nonverbal communication and act on decisions
- X Demonstrate logical or deductive thinking
- X Provide creative, innovative solutions to job problems

CALCULATIONS:

- X Perform simple copying, addition, counting, subtraction
- X Perform multiplication and division
- Understand the metric system and conversions
- X Manipulate fractions, decimals, and percentages
- Understand and use statistics
- Understand and use charts and graphs
- X Understand and use advanced mathematics
- Understand the theoretical application of statistics and complex math

LANGUAGE:

- X Read and understand product labels, policies written at the 10th grade level
- X Follow verbal or demonstrated instructions
- X Explain simple directions, copy data from one form to another
- X Complete form letters or answer routine correspondence
- X Compose correspondence independently
- X Read and interpret complex technical material
- Speak and understand a second language
- X Prepare complex reports and documents
- X Speak with individuals and small groups in an articulate manner
- X Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.