

JOB OPENING #900
2026-2027

SPECIAL EDUCATION TEACHER

Location: District Placement TBD
1.0 FTE

DATE POSTED: April 6, 2026

DATE CLOSED: Open Until Filled

SALARY: Salary and benefits based on current district salary and collective bargaining agreement.

APPLICATION PROCEDURE:

1. Application through Frontline Recruiting & Hiring

COMMUNITY EXCELLENCE THROUGH EDUCATION

Cascade School District, USDA, and the State of Oregon are equal opportunity providers and employers.
If you require reasonable accommodations for the application/interview process, please call Cascade School District Human Resources at (503) 749-8010 ext 1802 or speech/hearing-impaired persons may contact the district for assistance through Oregon Relay at 711.

POSITION DESCRIPTION

TITLE: Secondary Life Skills Teacher

TYPE: Certified

REPORTS TO: Special Services Director

PRIMARY FUNCTION:

The primary responsibility of the lifeskills teacher is to provide direct service and supervision of instructional assistants in following individualized educational programs (IEP) and behavioral support plans (BSP) for students with multiple and/or significant cognitive impairments. Position requires coordination with related service providers, ongoing communication with parents, and other outside agency personnel.

MINIMUM QUALIFICATIONS:

1. Appropriate TSPC license in Special Education.
2. Prior work experience and/or practicum experience with students with multiple disability.
3. Knowledge of best practices for students with autism. Experience with discreet trails, STARS curriculum, and/or other accepted strategies.
4. Knowledge of positive behavior supports and the ability to write a behavior support plan.
5. Ability to schedule and oversee classified staff.
6. Ability to organize individual work stations for students in a logical manner.
7. Ability to create student tasks that have direct relationship with an articulated goal for the student.
8. Valid Oregon driver's license.
9. Ability to lift and carry fifty pounds for a distance of fifteen feet several times a day.
10. Ability to assist in lifting, transferring, position and otherwise physically managing students.
11. Ability to perform the essential functions with the physical, mental and emotional requirements, with or without accommodations.
12. Ability to maintain confidentiality in performing assigned tasks.
13. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, and staff.
14. Ability to alter work speed and pacing based upon needs of the classroom; may require an exceptionally fast pace or a deliberate and controlled pace.
15. Ability to obtain valid CPR/First Aid Card

ESSENTIAL FUNCTIONS:

1. Schedule, conduct and record evaluation planning meetings, evaluation meetings, IEP meetings or any other meeting deemed necessary by the parent or key team members. Includes coordination and communication with related service providers.

2. Write IEP with detailed and complete present level of performance leading to measureable annual goals and objectives. Present draft at IEP meeting and solicit input from parent and other stakeholders. Revise the IEP as appropriate to reflect team consensus.
3. Develop individual routines and group scheduling of students based upon needs delineated in their IEPs and availability of staff.
4. Organize learning activities based upon the learning needs and motivational needs of the child. May require a plan consisting of multiple activities lasting five to ten minutes that will alternate throughout the entire school day.
5. Develop curricular and instructional plan for students to be carried out by teachers or assistants. Oversee the delivery of instruction and select method of data collection regarding progress on goals.
6. Oversee the daily schedule of all Instructional Assistants in Lifeskills. Schedule work tasks, student assignments, breaks, and lunch.
7. After appropriate training from OT, PT and nursing staff, oversee the implementation of trained and/or delegated duties such as feeding, tube feeding, toileting, transferring, positioning etc. to ensure follow through and safety of students and staff.
8. Consult with related service providers in the areas of autism, vision, hearing, speech, occupational therapy, physical therapy, mental health etc. for the purpose of providing high quality services to student and families under the IEP.
9. Maintain paperwork that is compliant with district policy.
10. Refer parent (student) to outside agencies such as Marion County Developmental Disabilities or other agencies that may help in coordinating services for students and family. Work with agencies to provide support and services.
11. Implement picture schedules, pictures exchanges and other methods of instruction of support to assist student in being successful.
12. Actively work with building administration and general education staff in finding ways to include student in curricular and non-curricular activities.
13. Communicate with parents, which may include providing daily logs of student progress and or behavior.
14. Maintain a written schedule for Instructional Assistants and students that any substitute with Special Education experience could read and understand.
15. Communicate with children and parents in a positive and encouraging manner.
16. Carefully consider who needs to be at meetings. Schedule Special Services Director whenever discussion of resources beyond lifeskills teacher funding capacity is discussed.
17. Participate in District meetings, workshops and inservices.
18. Perform other duties and assume other responsibilities as assigned by the administrator.

OTHER REQUIREMENTS:

1. Ability to communicate both orally and in writing with a variety of people.
2. Ability to function where there may be pressure and in an atmosphere which may be stressful.
3. Ability to stand, walk, or sit on floor while working with students.
4. Ability to make frequent trips from one's location to other classrooms as well as other sites throughout the district.

5. Ability to physically intervene with students who run, attack, throw, spit or hit based upon the student's support plan and the districts approved intervention strategies.
6. Regular attendance at work and work activities is required.

TERMS OF EMPLOYMENT:

Salary and benefits based on current District Salary Schedule and collective bargaining agreement.

EVALUATION:

Performance in this position will be evaluated in accordance with District policy and regulations concerning personnel evaluation.