



Job Description
EMOTIONAL DISABILITIES SPECIAL EDUCATION TEACHER
Certified

Position Goal: The Emotional Disabilities Teacher creates a learning environment to facilitate the personal, social and intellectual development of students who display behavior or emotional issues which interfere with school achievement, classroom behavior, social skills and relationships with others. The Emotional Disabilities Teacher's responsibilities include providing individualized and small group instruction to students, collaborating with other general and special education providers in order to ensure students are making progress on individualized education program (IEP) goals and the general education curriculum. In order to respond and meet the needs of the each student, the Emotional Disabilities Teacher must work closely with parents, other staff members and the administration of USD 231.

Preferred Qualifications:

- Bachelor's degree from accredited college/university
- Hold or be eligible for teaching license in state of Kansas in area of special education
- Training and experience serving students with exceptionalities, including social/emotional disorders
- Health and inoculation certification on file (post-employment offer)
- Pass criminal background check (post-employment offer)
- Demonstrate ability to implement best practice, motivate others and help students, set and achieve high performance levels
- Desire to enhance skills and improve job performance

Reports to: Building Principal and Director of Special Services

General Responsibilities:

- Responsible for providing day-to-day instruction to students with special needs
- Facilitate the personal, social and intellectual development of assigned students
- Demonstrate effective interpersonal relationships
- Communicate and work effectively with members of school district and community
- React to change productively and handle other tasks as assigned
- Set high expectations for student achievement and behavior
- Keep information and records confidential
- Appropriately use all technology
- Actively support and promote the school's philosophy, mission, and goals
- Obtain prior approval from Building Principal or Director of Special Services for all activities and expenditures
- Implement and follow all district health and safety policies, including all precautions of the blood borne pathogens exposure plan
- Perform other duties and assume other responsibilities assigned by the Building Principal, Director of Special Services or other administrative staff

Essential Functions:

- Participate as a team member in the screening, initial evaluation, review, and re-evaluation process

- Plan, implement and evaluate an annual IEP, including goals and objectives for each student based on individually assessed needs in accordance with district and state procedures
- Develops plans and supports for service which are provided in the least restrictive environment
- Ability to plan and implement self-contained program with a levels system and clear expectations
- Provide behavior support through functional behavior assessment and development, implementation and monitoring of behavior intervention plans
- Knowledge of basic classroom management theory/methods to develop individual behavior plans, de-escalation techniques, replacement skills and crisis prevention/intervention plans
- Ability to use understanding of individual and group motivation/behavior to create learning environment that promotes positive social interaction, rapport and respect
- Arrange and manage classroom environment, schedules, routines and transitions to maximize development and learning
- Develop lesson plans, including activities/materials and implement with individual students and small groups of students
- Monitor and report on student progress (i.e. progress reports, parent conferences)
- Assess and document progress of students on short-term objectives every nine-weeks
- Plan, conduct and complete necessary paperwork for annual IEP meetings
- Maintain developmentally appropriate curriculum and instructional practices
- Adapt available curriculum materials and design new materials to meet student need
- Employ variety of instructional techniques, strategies and media, consistent with capabilities of the individual student or group
- Motivate students with effective communication and feedback
- Treat all students with respect and dignity, be responsive to their circumstances
- Knowledge of standardized testing and other assessment data to deliver appropriate instruction to each student
- Management of data collection system for individual students
- Collaborate with general education colleagues to promote appropriate inclusion opportunities
- Supervise student field trips, as needed
- Attend and assist with school events, such as musicals, athletics, student recognition ceremonies, open houses and graduations, as needed
- Proficient in use of technology and effectively integrate technology into the classroom environment and instruction
- Work cooperatively with parents to meet the needs of students
- Regular and effective parent communication through planned and unplanned activities
- Refer students and their families to appropriate community agencies and services
- Cooperate with agencies serving students and their families
- Implement programs and assist in training general education staff in activities as recommended by support service staff (occupational therapy, physical therapy, speech therapy, etc.)
- Order and maintain an adequate inventory of material and supplies to facilitate implementation of IEP's
- Keep abreast of new information, innovative ideas, and research based techniques
- Train and supervise paras as assigned
- Attend building and district level department meetings

Physical Requirements/Environmental Conditions:

- Work in multiple settings
- Work in noisy and crowded environments
- Work indoors and outdoors, year-round
- Able to physically monitor student performance and manage classroom behaviors
- Good physical agility which requires the following:

- Frequent bending
- Sitting
- Standing
- Walking
- Kneeling
- Reaching
- Physical exertion to manually move, lift, carry, pull or push heavy objects or materials up to 40 pounds
- Ability to successfully complete district's seclusion/restraint training program

Terms and Benefits:

- Compensation, work terms and fringe benefits per GENE and USD 231 Board of Education Negotiated Agreement
- Work days per GENE and USD 231 Board of Education Negotiated Agreement
- Evaluation per GENE and USD 231 Board of Education Negotiated Agreement
- Single dental and single medical insurance benefit
- Section 125/Cafeteria Plan
- KPERs retirement plan

Revised: October 2015

The Gardner Edgerton School District is an Affirmative Action, Equal Employment Opportunity Institution