



Myrtle Point School District

413 C Street
Myrtle Point, OR 97458
(541) 572-1220
www.mpsd.k12.or.us

DATE: February 26, 2024
TO: All interested parties
SUBJECT: Notice of Vacancy

POSITION: **SPECIAL EDUCATION TEACHER** for the 2023-2024 School Year

JOB SITE: **Myrtle Point Junior/Senior High School** Special Education Teacher K-12.

DESCRIPTION: See job description attached.

WAGE: **\$42,928.00 to \$84,139.00** per the 2023-2024 Certified Salary Schedule

QUALIFICATIONS: Candidates that hold an appropriate Oregon license with an endorsement in Special Education.

COMPLETE APPLICATION PACKET:

- Cover letter
- Application available on our website
- Resume
- Three Letters of Recommendation
- Current Oregon Teaching License
- Building visitations encouraged

SEND TO:

Kari Seals, HR/Administrative Secretary
Myrtle Point School District 41
413 C St., Myrtle Point, OR 97458
Email: kseals@mpsd.k12.or.us

CLOSING DATE: Open until filled

TERMS OF EMPLOYMENT:

- First consideration for this position will be given to contracted, properly licensed members of the collective bargaining unit.
- A fingerprint-based criminal history investigation will be required through TSPC.

2023.2024.36 Revised

Myrtle Point School District 41

POSITION DESCRIPTION

Title: **Special Education Teacher**

Placement: **Myrtle Crest School/Myrtle Point High School**

Classification: **Certified**

Position Funded: **General**

Description: **FTE 1.0 teaching position teaching special education students in gr. K-12**

Reports to: **Special Education Director/Building Administrator**

JOB SUMMARY: Leads in the implementation and maintenance of special education programs. Assists in the planning, organization, and implementation of district special education and staff development programs at the school and district level. Assists and supports school and district special education improvement efforts to focus on student outcomes.

MINIMUM QUALIFICATIONS:

1. Oregon Teaching Licenses, Certifications, and/or Testing Required: Teaching Credential for Special Education appropriate level of instruction and No Child Left Behind Highly Qualified status. First aid/CPR, Criminal Justice Fingerprint Clearance.
2. Knowledge of current federal and state laws pertaining to the provision of special education.
3. Skills to motivate and de-escalate students, communicate with individuals from varied educational and cultural backgrounds, provide direct support to personnel, evaluate performance, address student health care needs.
4. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, and staff.
5. Knowledge of and ability to work with all disability categories (including but not limited to; autism spectrum disorder, hearing and vision impaired, physical impairments, and/or severely handicapped),
6. Age appropriate knowledge and research in supported teaching methods, state curriculum framework, education code.
7. Abilities to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks (e.g. effectively organize and facilitate meetings related to multiple issues), maintain records, establish and maintain cooperative working relationships with students, parents, and other school personnel, and meet scheduling deadlines.
8. Communicate effectively under stressful conditions. Model appropriate school behavior.
9. Significant physical abilities include lifting/carrying/transferring immobile students, physical interventions of small and large students when necessary, stooping/crouching, reaching/handling/fingering, talking/hearing conversation, and near/far visual acuity/depth perception/color vision/accommodation/field of vision.
10. Maintains regular and on-time attendance.
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. Such alternatives to the qualifications as the Board and Superintendent may find appropriate and acceptable.

ESSENTIAL FUNCTIONS:

1. Leads in developing, conducting, and communicating annual needs assessments to identify potential special education and staff development activities for individual schools and the district.
2. Provide appropriate learning activities for all disabled students in various curriculum areas.
3. Work closely with the regular teaching staff in developing Individual Education Programs for students who meet the criteria.
4. Assists with required federal and state reporting as appropriate.

5. Develops and implements workshops, courses, and training opportunities to meet the needs of all staff.
6. Assists and supports special education teams and activities.
7. Identifies and implements special education programs designed to improve teaching practices to bring about desired student outcomes.
8. Provides consulting services to support effective instructional practices, the use of appropriate curriculum, and student assessment procedures.
9. Evaluate the progress of disabled students and report that progress to parents, the Special Education Director, and other teachers as necessary.
10. Serves as a liaison for implementation and support of district programs.
11. Provides ongoing classroom assistance to regular and special education staff.
12. Assign appropriate tasks to and supervise at least 1 teacher's assistant.
13. Initiates ongoing in-service and training to refine and maintain instructional and classroom management skills.
14. Plans and conducts in-service training for instructional staff relating to curriculum and instruction and acts as an instructional and special education resource to administrators, licensed, and classified staff.
15. Responsive to staff and school needs as they arise.
16. Assists in planning and conducting assessment of special education and staff development programs
17. Develops and implements district wide special education curriculum and staff development activities.
18. Assists and consults in placement determinations, student observations, IEP development, assessment procedures, file reviews, and vocational and behavioral training.
19. Assists schools in identifying and utilizing strategic resources within and outside the district.
20. Case manages and provides assistance to staff for special education students, including those in state programs, crisis homes, private/home school student issues, and 18-21 year old students.
21. Uses a district approved grading system that is consistent, fair, and supportable.
22. Manage classroom and individual student behavior, for the purpose of providing a safe and optimal learning environment
23. Prepare teaching materials and reports (e.g. Individualized Education Plans, Functional Behavior Assessments, Behavior Intervention Plans, grades, attendance, anecdotal records, progress reports, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress
24. Assess student's social needs (e.g. behavioral, motor development, communication, etc.) and academic needs (e.g. developmental level, vocational abilities, etc.) for the purpose of evaluating student learning and support requirements, placement and success of the special education program
25. Collaborate with school personnel including any related service staff members noted on the student's Individual Education Plan, mental health staff, general education teachers, and community agencies (e.g. social service agencies, caretakers, etc.) for the purpose of developing and modifying the program to maximize the quality of student outcomes, developing solutions and planning curriculum
26. Develop and adapt lesson(s) for the purpose of educating a student, implementing IEP goals and meeting the special needs of students
27. Advise parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment
28. Facilitate special education meetings, intake meetings, monthly review meetings and transition meetings for assigned students with or suspected of having disabilities
29. Ensure required timelines, processes and procedures, documentation and student record requirements are followed according to district policy and state law
30. Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, restraints/seclusions used etc.) for the purpose of maintaining personal safety of students and staff, providing a positive learning environment and adhering to Education Code, district and/or school policies
31. Ensure compliance with student confidentiality in verbal, written, electronic, and filing/organizational strategies

32. Establishes and maintains a good working relationship with building administrators, area leader, and staff cooperating to resolve problems in a professional manner so that the concerns of all parties are considered.
33. Participates cooperatively on school, area, and district-wide activities.
34. Completes other duties as assigned.
35. Follows specified standards, policies, and procedures of the building and District.

OTHER JOB FUNCTIONS:

1. Participate in various meetings (e.g. parent conferences, in-service training, site meetings, monthly student performance review, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements
2. Maintain a positive educational environment by overseeing the classroom management program for students and intervening as necessary to maintain a constructive educational environment. This includes de-escalating provocative and destructive behaviors, enforcing group rules according to a continuum of behavior interventions, and cooperating with other staff members.

TERMS OF EMPLOYMENT:

1. Will be determined by terms of the current negotiated agreement.

SALARY:

1. 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.

EMPLOYEE STATEMENT:

"I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation. If I require accommodation(s) in order to fulfill any or all of these essential functions, I agree to provide information to the District on any accommodation required to perform a task."

EMPLOYEE'S SUPERVISOR STATEMENT:

"We hereby certify that we have reviewed and discussed the above position description and understand its contents."

Employee Signature

Date

Supervisor Signature

Date