SPECIAL EDUCATION TEACHER FOR THE EMOTIONALLY/BEHAVIORALLY DISABLED

Definition:
Under the direction of a Special Education Principal, provides students who are severely handicapped with an instructional program specially designed to meet the needs of students with severe disabilities and/or health issues.

Distinguishing Characteristics:
- Broad background, extensive knowledge and practical application of principals, practices, methods and strategies applicable to students with severe handicaps.
- Strong assessment skills appropriate for severely handicapped individuals.

Supervision Exercised and Received:
General direction is provided by a principal and/or an assistant principal.

Examples of Duties and Responsibilities:
*Duties and Responsibilities may include, but are not limited to, the following:*
- Develop goals and objectives for multi-graded classes and variety of handicapping conditions
- Implement Individual Education Programs (IEP) for all students
- Provide direct instruction and services to students
- Monitor student progress as it relates to established IEP’s
- Work as a member of a trans-disciplinary team for planning and implementing data-based instructional programs
- Develop transition plans to move students to targeted integrated or community based activities, and/or less restrictive instructional settings
- Provide thorough assessment for developing an individualized instructional program
- Provide information and support to parents and families when appropriate
- Maintain accurate reports, records and files on individual students
- Assist in identifying, developing and implementing appropriate use of resources for instructional application
- Maintain effective working relationships with parents, school personnel and other agency staff
- Insure a safe and healthful environment for all students, adhering to all applicable laws, codes and County Office policies
- Provide specialized physical healthcare services, under the training and supervision of a registered credentialed School Nurse
- Provide assistance with Activities of Daily Living
- Perform related duties as assigned

Employment Standards:
Knowledge of:
- Laws, codes and regulations as they relate to special education.
- Personal qualities of leadership, integrity, fairness, optimism, self-confidence, persistence and vitality.

Ability to:
- Organize, prioritize and deliver a variety of instructional strategies.
- Expresses ideas and concepts clearly and concisely in both oral and written form.
- Establish and maintain cooperative working relationships with students, teachers, staff and parents.

Education and Experience:
Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:
- Bachelor's Degree from an accredited college or university; Master's Degree with an emphasis in special education preferred.

Experience:
- Three (3) years successful teaching experience working with a wide range of age groups and handicapping conditions, including emotionally disturbed students is preferred.
- Knowledge of and experience with successful educational interventions for severely handicapped students desired.

Credentials:
- A valid California Specialist Credential in Special Education authorizing teaching of the Severely Handicapped, or an Education Specialist Instruction Credential with Mild/Moderate or Moderate/Severe Disabilities. An EL authorization is required.

Physical Demands (Level I):
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.

(Note--Terms used in this section are defined as follows: Rarely--1 to 10%; Occasionally--11 to 33%; Frequently--34 to 66%; and Continuously--67 to 100% of the work day.)

- Sitting: Rarely
- Standing/Walking: Continuously
- Waist Bending: Occasionally to Frequently
- Neck Bending: Occasionally to Frequently
- Squatting: Occasionally
- Climbing: Rarely
- Kneeling: Occasionally
• Crawling: Rarely
• Neck Twisting: Occasionally to Frequently
• Waist Twisting: Occasionally
• Pushing/Pulling: Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
• Running: Occasionally
• Reaching:
  o Above Shoulder: Occasionally
  o Below Shoulder: Frequently
• Lifting/Carrying:
  o 0-10 lbs: Frequently - weights carried 50 to 100 feet at a time
  o 11-25 lbs: Occasionally - weights carried up to 100 feet at a time
  o 26-50 lbs: Occasionally - weights carried 10 to 100 feet at a time
  o 51-75 lbs: Frequently - with assistance - weights moved several feet at a time for toileting and transfers
  o 76-150 lbs: Occasionally - with assistance - weights moved several feet at a time for toileting and transfers
• Hand Activities:
  o Repetitive Hand Use: Occasionally
  o Simple Grasping: Frequently
  o Power Grasping: Occasionally
  o Fine Manipulation: Rarely
  o Hand and Arm Twisting/Turning: Occasionally to Frequently
  o Computer Operation/Writing: Rarely
• Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance.
• May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles.
• Must be able to lift and physically restrain students at times, to take appropriate action in emergency situations, and follow procedures in a calm, responsible manner.
• Must be able to communicate and exchange information, effectively discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
• Must be able to detect visual and non-visual warning signs of developing physical or emotional situations that may require attention from staff.
• Must be able to prepare and monitor legal and educationally appropriate special education documents including IEPs and behavior plans.
• Must be able to express self effectively verbally and non-verbally in classroom with staff, students, and parents.
• Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
• Must be able to monitor students and staff visually and non-visually to effectively manage an orderly and safe learning environment.
• Must have normal vision, corrected or uncorrected.

**Work Environment:**
*The following conditions may be present:*
• Walking on uneven ground when outdoors;
• Exposure to student illness, injuries, infections and bodily fluids;
• May be exposed to chemicals contained in cleaning products;
• May be required to maneuver into awkward positions.

**Other Requirements:**
• Must be fingerprinted and a satisfactory Department of Justice and Federal Bureau of Investigation records checks must be received by the Sonoma County Office of Education, prior to employment.
• Proof of TB test will be required upon employment.
• Proof of COVID-19 vaccinations are required upon employment.
• Must pass a pre-employment physical (if applicable).
• May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
• May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.