**Murfreesboro City Schools**

**Special Education Behavior Emotional Social Teaching (B.E.S.T.)**

**Special Education Department**

**Revised on 05/28/2021**

**Credentials:** Holds Tennessee teaching license with appropriate endorsements.

**Other Qualifications:** Must meet all health, physical and background check requirements. Must hold a valid Tennessee teacher’s license with endorsement in #460, #461, or #105. Must have successful training and/or experience working with students with disabilities. Must have thorough knowledge of and ability to apply all pertinent Federal and State regulations regarding the assessment, identification, placement, and provision of appropriate services to eligible students with disabilities. Strong interpersonal skills-ability to work cooperatively and effectively with a wide range of people is essential; (i.e., students, school administrators, teachers, support staff, parents and other professionals in the school and community.) Must have strong written and verbal presentation skills.

**Physical Demands:** Must be able to see, hear and move quickly enough to provide for the safety and instructional needs of children. Must be able to articulate clearly. Must be physically active and interactive throughout the school day (i.e. be able to stand for extended periods of time, stoop, bend, do light lifting, push, pull, step and have food finger dexterity, etc.) Must have emotional coping skills appropriate for the management of student behavior. Must tolerate environmental smells and substances commonly associated with children and educational institutions.

**Essential Job Functions:** Under the supervision of the building Principal, the Special Education B.E.S.T. teacher will provide instructional, social/emotional, behavioral support services to eligible students with disabilities which are specifically designed to remediate deficit areas and enable each student appropriate access to, and the opportunity to benefit from, all appropriate academic and other school-related activities. Other job functions include:

1. Provide direct instructional, social-emotional, behavioral support and/or consultative services to eligible students with disabilities, as specified in each student’s IEP.
2. Attend IEP-Team meetings to assist in determining, eligibility for special education services and/or in developing IEP’s and making program and placement decisions.
3. Consult with and advise individual general education classroom teachers serving students with disabilities on matters pertaining to the special needs of these students (i.e., implementing the behavior intervention plan, alternative materials, classroom accommodations, etc.)
4. Collaborate with the Behavior Interventionist, school counselor, social worker, and any other support staff required on strategies/techniques to support positive behavior/social development of the student.
5. Conduct all required student assessments as mandated by Federal, State, and Local regulations and procedures (i.e. achievement, adaptive behavior, behavior ration scales, etc.) to assist in determining eligibility for special education services and to assist in making appropriate program and placement decisions eligible students with disabilities.
6. Administer data gathering assessments, which will guide instruction to support progress in specific area of deficit. Lead discussions with staff members, parents, or any other IEP team members, regarding the explanation of the data.
7. Develop and maintain student IEP’s, Behavior Intervention Plan, and all other required paperwork and documentation in a timely, correct and efficient manner.
8. Assume responsibility for the day-to-day operation of the classroom.
9. Plan curriculum and prepare lessons and other materials, considering factors such as individual student needs, abilities, level of achievement, learning styles, and emotional and/or physical limitations.
10. Maintain a disciplined and orderly classroom with a climate, which welcomes students and encourages learning.
11. Participate in faculty and professional meetings, educational conferences, teacher training workshops and other professional growth and development activities.
12. Assume full responsibility for maintaining professional endorsements, licensure, professional development, in-service training etc., required for employment in the position.

**Staff Relationship:** Reports directly to the Supervisor of Special Education.

**Terms of Employment:** 10 month position.200 days. Local rate for salary and benefits negotiated annually by Board and Association. Exempt.