



STEM School Highlands Ranch Opening

Position: Behavior Intervention Specialist

Start Date: July 2024

Salary Range: \$61,535- \$128,547 (DCSD Licensed Specialist Scale)

Benefits: STEM School Highlands Ranch offers employee-paid health, dental, vision (available on the 1st of the following month), short-term, long-term disability, life, and ADD (available six months from hire date) insurance. Retirement benefits include PERA pension (substitute for social security) and 401K employee-only contribution managed through Colorado's PERA program. Other Benefits include FSA (medical and dependent care), Pet Insurance, Sick Time, PTO (based on years of service).

At STEM School Highlands Ranch we put innovation in the center of learning to unleash the potential of all students and prepare them for an exponentially changing world. We are a K-12 free Charter School in the Douglas County School District located in Highlands Ranch, Colorado.

STEM School, Highlands Ranch is committed to providing equal opportunities to all people regardless of race, color, national origin, age, sex, genetic information, religion, pregnancy, disability, sexual orientation, veteran status or any other status protected by applicable law. We strive to maintain a work environment that is free from unlawful harassment and discrimination.

We believe:

1. Creating an environment of respect and success in an exponentially changing world.
2. Nurturing unlimited human potential.
3. Leveraging the power of collaboration through continuous inquiry and experimentation.
4. Optimizing resources and operations.
5. Impacting the world ethically and positively.
6. Relentlessly reinvent and adapt.

What we expect:

At STEM School Highlands Ranch, we expect teachers to be agile learners who design thoughtful curriculum that ensures unlimited student engagement.

What you can expect:

A community of committed professionals who engage in constant collaboration and innovation in order to nurture unlimited teacher and student potential.

Directions:

To apply for this position, please [click here to complete the STEM School Highlands Ranch Employment Form](#). Please follow all instructions in the form in order to complete the process correctly. **IMPORTANT:**

Please make sure to rename your files per the examples given in that section of the form. If you have questions about the form, please email careers@stemk12.org.

Position Description:

STEM is currently seeking a full-time Behavior Intervention Specialist to work as part of the Student Support and general education elementary teams to support students with social-emotional and behavior needs. This role works collaboratively with students' education team and parents to develop and implement intervention strategies and behavior plans as needed for the classroom and within the school environment that supports students in their ability to integrate behaviorally more successfully in the school setting. This role serves as an active contributor to the school-wide model of providing early intervention support for students through partnership with parents, school-level, and District personnel. The ideal candidate possesses strengths in behavior analysis, support plan development and implementation, behavioral interventions, data collection and analysis, crisis response, written and oral language skills, and collaboration.

Position Requirements:

- Support and establish a safe, inclusive and respectful learning environment for a diverse population of students kindergarten through fifth grades in order to: alleviate barriers to learning, engage students as individuals with unique interests and strengths, and promote student success both socially-emotionally and academically at the student's developmental level
- Participate as a member of the special education team (grades K-5), Multi-Tiered System of Supports team (grades Kindergarten- 12th grades), and elementary team contributing data findings, expertise in behavior support, and collaboration to support the development of student plans and a cohesive team approach to student support
- Ability to establish and maintain effective collaborative relationships with school and district personnel, students, and parents to support rapport and shared ownership of student progress and achievement.
- Provide intervention and direct services through a variety of methods (one-to-one, small group, whole-class) for general and special education students with social-emotional and behavioral needs using targeted data with clearly identified objectives and tools for progress monitoring.
- Conduct Functional Behavior Assessments (FBAs) and develop and implement Behavior Intervention Plans (BIPs) as needed
- Provide collaborative coaching, consultation, modeling, and documentation, including assisting special education, general education, teacher support, and administrative staff with: implementation of MTSS processes and procedures and Tier 1 & Tier 2 interventions, pre-referral intervention strategies, implementation of skill-acquisition and behavior-reduction strategies, implementation of individualized student behavior-related plans, and providing recommendations and interventions to assist staff as requested.
- Demonstrate expertise in assessment, data collection, data based decision-making skills, and behavior intervention strategies in order to plan, consult, collaborate and/or provide social-emotional and behavioral supports and services to students.

- Provide leadership in the development, delivery, and implementation of school-level professional development in: social-emotional learning, classroom management, behavior intervention and prevention strategies and/or programs, individualized behavioral techniques, intervention plans, and additional support as needed to teachers, support staff, teacher support coaches, and administration.
- Maintain accurate and current data and records of every session delivered to student(s) in one-to-one, small group, or whole-class settings that captures current levels of performance, progress, and other pertinent information. Information related to special education students will be entered in a timely manner into the current IEP and/or Medicaid system as well as in personal records.
- Effectively implement crisis prevention, intervention, response and recovery efforts
- Obtain and maintain Crisis Prevention Institute (CPI) certification and demonstrate proficiency with the implementation of de-escalation strategies and reestablishing therapeutic rapport in accordance with the CPI philosophy.
- Consult with parents, teachers, and other appropriate staff regarding the child's needs and programming, and any adaptations/materials needed to facilitate improved performance in the classroom
- Competency with Applied Behavior Analysis (e.g., antecedent interventions, reinforcement techniques), PBIS, Second Step and/or other research-based interventions.
- Serve as the Section 504 Coordinator for grades K-5
- Adhere to the ethical standards and codes of the profession and to the established rules, regulations, and laws governing special education, MTSS, and early-intervention programs.
- Perform other related duties as assigned or requested.

Qualifications Required:

Colorado Department of Education license in any of the following areas:

- Special Service Provider- School Psychologist
- Special Service Provider- School Social Worker
- Teacher License - Special Education Specialist Endorsement
- Adjunct Instructor Authorization- Board Certified Behavior Analyst (0-21)

**candidates in the process of obtaining any of these licenses or endorsements who meet other criteria will be considered if able to obtain a temporary authorization or intern license from the Colorado Department of Education*

- Successful completion of an education program by an accredited institution
- Masters Degree (preferred)
- Strong oral and written communication skills with all stakeholders
- Ability to be flexible and adapt to changing priorities
- Strong organizational skills
- Knowledge of Google Suite, Project Education software (preferred)



- Experience working with students with diverse behavioral and social emotional needs in a school setting (preferred)

Essential Physical Requirements:

- Occasional lifting five (5) to fifty (50) pounds
- Ability to stand/walk for ninety (90) minutes
- Frequent bending, stooping, walking, standing, reaching, and sitting

Schedule:

Monday-Friday

Day shift

After school

Work Location: In person

This position will be open until filled, but will not be open past: August 30, 2024