

Franklin Township Public Schools
JOB DESCRIPTION

TITLE: Gifted Teacher/Specialist (Elementary)

QUALIFICATIONS:

1. Valid New Jersey K-8 certificate and/or special area certification of eligibility.
2. Demonstrated knowledge and/or experience differentiating instruction to meet the needs of gifted students.
3. Master teacher with expertise in language arts literacy; eagerness to share knowledge and resources with other teachers.
4. Ability to work collegially with parents, teachers, and administration to meet the needs of gifted students.
5. Independent use of word processing, E-Mail, Internet current technology tools and appropriate software applications is required.
6. Criminal history background check and proof of U.S. citizenship or legal resident alien status and a complete physical examination.

REPORTS TO: Principal and Vice Principal

SUPERVISES: Students, and when assigned, student teachers and classroom teacher assistants.

JOB GOAL: To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives. To work in collaboration with administrators and colleagues to provide a supplemental program for gifted students in grades K-4 and a school wide enrichment program to students in grades 5-8.

PERFORMANCE RESPONSIBILITIES:

1. Teaches supplemental and enrichment classes reflecting the Common Core State Standards; utilizing the course of study adopted by the Board of Education.
2. Instructs students in citizenship and good character.
3. Develops lesson plans and instructional materials to provide individualized and small group instruction and submits them online through student database.
4. Adapts the curriculum and differentiates instruction to meet the needs of each student using strategies such as inquiry, group discussion, lecture, discovery, and cooperative learning structures.
5. Incorporates technology into the teaching/learning process to provide all students with an opportunity to succeed.
6. Plans and paces lessons appropriately to best utilize the available time for instruction.
7. Provides lesson plans that allow the learning process to continue for students in the teacher's absence.
8. Sets high expectations for student achievement and behavior.

9. Establishes and maintains a positive climate for learning through appropriate classroom management and consistent with the philosophy and best practices of the Responsive Classroom approach.
10. Designs an orderly and predictable classroom in which materials and furniture are thoughtfully arranged to foster student independence and model effective organization.
11. Collects and interprets formative assessment data in order to differentiate instruction to meet students' learning needs.
12. Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
13. Communicates with parents through conferences and other means to discuss students' progress and interpret the school program. Responsible for promptly and professionally responding to parent requests for communication.
14. Identifies student needs and cooperates with other professional staff members in assessing and helping to solve learning, social and health problems.
15. Creates a safe and effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
16. Proactively seeks opportunities for professional growth and development.

17. Presents a positive role model for students that supports the mission of the school and district.
18. Administers standardized tests in accordance with state and district testing programs.
19. Participates in curriculum development programs as requested.
20. Keeps informed of and complies with state, city and school regulations and policies for classroom teachers.
21. Compiles, maintains, and files all reports, records, and other documents required. Responsible for checking district email at least daily.
22. Attends and participates in faculty, grade level and district wide meetings and serves on staff committees as requested.
23. Works collaboratively with colleagues at the grade level and/or within the department or designated special area.

Specialized Responsibilities

24. Responsible for providing instruction aligned with the Common Core State Standards, District curriculum, and consistent with highly effective practices in the area of gifted education (see NAGC as a resource).
25. Responsible for challenging students by allowing in-depth investigations geared to the students' individual interests, developing students' convergent and divergent thinking skills, and fostering self-directed learning and research skills.
26. Responsible for setting high expectations for gifted learners and encouraging the development of meaningful products which reflect the learning experience.
27. Responsible for fostering risk-taking and self-expression in an environment that is flexible, student centered, and that seeks to meet the social and affective needs of gifted learners.
28. Responsible for conducting the gifted student identification process in compliance with District policy and regulations.

29. Responsible for serving as primary contact for parents and teacher colleagues regarding the District's continuum of services for gifted students.
30. Responsible for providing direct instruction as part of the District's supplemental gifted program for identified students in grades K-8.
31. Responsible for ensuring that gifted students needs are met by serving as "case manager" and fostering collaboration and coordination of the grade K-8 supplemental gifted program.
32. Responsible for working collaboratively with all classroom teachers in grades K-8 to provide both "push in" and "pull out" services to support the differentiation and enrichment in the area of literacy. This may include co-planning, co-teaching, flexible grouping, individualized instruction, exemplar lessons, peer feedback, use of assessment strategies, etc.
33. Responsible for developing a teaching schedule with building administration that ensures that all instructional responsibilities are met and providing regular reports to administration on the progress of the program.
34. Responsible for coordinating and/or presenting parent workshops on identified topics related to gifted children.
35. Responsible for serving as a resource in the area of gifted education, differentiation, and literacy for administration and teachers.
 - Share the responsibility of interpreting the educational programs to the community through such activities as open house and PTA meetings.
 - Plan and coordinate the work of aides and other paraprofessional and student teachers (when applicable).
 - Participate cooperatively with the principal to conform with the district's uniform guidelines for evaluation and assessment.
 - Compile, maintain, and file all reports, records, and other documents required.
 - Utilize current data from assessments to develop focused instruction and tutorials.
 - Perform all other tasks and duties as assigned

TERMS OF EMPLOYMENT: Salary for a ten-month work year subject to negotiations between the QEA and the Board of Education.

EVALUATION: Performance of this job will be evaluated annually in accordance with the Board's policy on evaluation of certified staff.

Date Board Approved:

FRANKLIN TOWNSHIP SCHOOL
Job Description

- Title/Position: Pupil Personnel Services Coordinator/Psychologist
- Reports To: Superintendent/Principal, Vice Principal
- Qualifications:
1. Valid New Jersey Educational Services Certificate and School Psychologist Endorsement
 2. Experience working with families and community health and social services agencies as determined by the board
 3. Demonstrated knowledge of laws and regulations governing special education
 4. Effective problem-solving, human relations and communication skills
 5. Required criminal history check and proof of U.S. citizenship or resident alien status
- Job Goal: To help students resolve such personal, emotional, and psychological problems as interfere with their adjustment to school and their capacity to enjoy the fullest benefits of the education offered them.

Terms of Employment: Part time, 12 months

Evaluation: Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

Performance Responsibilities:

Observation, Evaluation and Assessment of Students

1. Participates in the evaluation, classification and placement of all pupils with special needs.
2. Assesses a student in using psychological measurement assessments.
3. Demonstrates knowledge and understanding of child growth and development.
4. Interprets the implications of assessments and participates in educational planning for exceptional students.
5. Observes pupils in classroom and/or playground.
6. Interviews pupils as indicated.
7. Observes children in special education classes on an ongoing basis.

Interaction with Students, Parents, School and Community

1. Plans home visits or office interviews with family members to assess student's needs.
2. Maintains an ongoing relationship with families for the purpose of: sharing information regarding educational planning and programming for the student; assisting the family in utilizing appropriate community resources; and providing counseling to

- family members and/or students to facilitate the IEP.
3. Initiates, facilitates and maintains liaison with community agencies and other resources to meet special needs. Refers parents and child to agencies when appropriate.
 4. Consults with administration and staff regarding needs of students in schools, at home and in the community.
 5. Counsels groups of students and/or parents regarding adjustment problems.
 6. Serves as a case manager, as assigned, and maintains appropriate case records. Maintains the confidentiality of sensitive information in student files.
 7. Assists in upholding and enforcing department rules, administrative regulations and board policy.
 8. Maintains professional competence through inservice education and participation in professional development activities.
 9. Assists in coordinating, developing, monitoring and evaluating the effectiveness of individualized education plans.
 10. Attends and participates in meetings as deemed necessary and consistent with the needs of the district.
 11. Performs all duties required by administrative code, state and federal laws, and board policy.
 12. Assumes other related duties/assignments assigned by the superintendent or vice principal.
 13. Implements by leadership and action the district's Philosophy of Education and the goals and objectives as adopted by the Board of Education.
 14. Coordinate Parent Advisory Committee.
 15. Plan parent training seminars covering general education and special education topics of interest.
 16. Performs Case Management duties for all classified students.
 17. Acts upon requests for consultative services. Services provided may include, but not be limited to: review of school records, observation of the pupil, evaluative conferences with the teachers, counseling interviews with the child and/or parent consultation.
 18. Writes Individualized Education Plans (IEP's) and develops individualized instructional guides in cooperation with staff member(s) responsible for each area of the student's IEP.
 19. Help to develop programs to support the academic potential of identified gifted learners.
 20. Coordinate in-depth learning opportunities in a specific area of study.
 21. Promote a positive learning environment where academic risk taking, curiosity, creativity, and alternate solutions to problems are appreciated and welcomed.
 22. Help to cultivate a sense of societal responsibility by developing leadership and social skills.
 23. Help to promote creative productivity through the development of higher order thinking skills such as problem solving, decision-making, and critical thinking.
 24. Help to support classroom differentiation of content, process, and product through professional development.
 25. Coordinate opportunities for interaction with academic peers in neighboring schools so as to develop self-awareness and self-efficacy.

Requirements: To perform this job successfully, an individual must be able to demonstrate a high degree of interpersonal and communication skills, attention to detail, and adaptability.

General Language Skills: Ability to read, analyze, and interpret documents. Ability to write reports, and correspondence. Ability to effectively present information and respond to questions from parents, staff and the public. Ability to use a variety of software. Ability to communicate effectively with colleagues, administration and greater school community.

General Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations such as in developing and interpreting student growth objective attainment.

General Reasoning Ability: Ability to solve practical problems and deal with a variety of situations where limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to establish and maintain effective relationships with peers, administration and parents; skill in oral and written communication. Ability to perform duties with awareness of all district requirements and Board policies.

Physical Demands: The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, talk and hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with parents and other staff.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership.

Work Environment: The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned. The Board reserves the right to waive some of the essential requirements contained in this job description.

Equal Opportunity Employer

Franklin Township School District, Hunterdon County, NJ is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Date Board Approved:

LEGAL REFERENCES:

- N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:6-7.1 Criminal history records; employee in regular contact with pupils; grounds for disqualification from employment; exception
N.J.S.A.18A:6-10 Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A.18A:16-2 Physical examinations; requirement
N.J.S.A.18A:26-1 Citizenship of teachers, etc.
N.J.S.A.18A:26-1.1 Residence requirements prohibited
N.J.S.A.18A:26-2 Certificates required; exception
N.J.S.A.18A:27 Employment and contracts
N.J.S.A.18A:28-3 No tenure for noncitizens
N.J.S.A.18A:28-5 Tenure of teaching staff members
N.J.S.A.18A:28-8 Notice of intention to resign required
N.J.S.A.18A:46 Classes and facilities for handicapped children
See particularly:
N.J.S.A.18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs
N.J.A.C. 6A:7 Managing for equality and equity in education
N.J.A.C. 6A:9 Professional licensure and standards

See particularly:
N.J.A.C. 6A:9-3.3 Professional standards for teachers
N.J.A.C. 6A:9-5 General certification policies
N.J.A.C. 6A:9-8 Requirements for instructional certificate
N.J.A.C. 6A:9-13.5 School social worker
N.J.A.C. 6A:9-15 Required professional development for teachers
N.J.A.C. 6A:14 Special education
N.J.A.C. 6A:16 Programs to support student development
N.J.A.C. 6A:17 Students at risk of not receiving a public education

N.J.A.C. 6A:32-4	Employment of teaching staff
N.J.A.C. 6A:32-4.4	Evaluation of tenured teaching staff members
N.J.A.C. 6A:32-4.5	Evaluation of nontenured teaching staff members
N.J.A.C. 6A:32-5.1	Standards for determining seniority
N.J.A.C. 6A:32-6	School employee physical examinations
N.J.A.C. 6A:32-7	Student records

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

Individuals With Disabilities Education Act, (IDEA), 20 U.S.C. 1400 et seq., reauthorized 1997, P.L. 105-17
(formerly the Education for All Handicapped Act)

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities

Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204,1216-17 (3d Cir. 1993)

Manual for the Evaluation of Local School Districts

Franklin Township Board of Education
Job Description

TITLE/POSITION: Behaviorist/BCBA

REPORTS TO: Principal, Vice Principal

NATURE AND SCOPE OF JOB: The Behaviorist provides a full range of behavior analytical services, including both consultative and direct services, based on the principles of Applied Behavior Analysis. The Behavior Analyst assists in the development of appropriate behavioral and instructional interventions for students, providing support for both instructional staff and students.

QUALIFICATIONS: The Behaviorist shall:

1. Hold a valid BCBA or BCaBA certification issued by the Behavior Analyst Certification Board or currently taking coursework or completing supervision hours towards obtaining a BCBA or BCaBA Certification.
2. Show evidence of 3 to 5 years of successful experience in teaching and working with children with Autism or other developmental or behavior disabilities, preferably in a school setting.
3. Demonstrate a comprehensive knowledge of the specialized certification area (Applied Behavior Analysis), including an understanding of the current rules and regulations regarding special education assessment and program requirements.
4. Have excellent integrity and demonstrate good moral character and initiative.
5. Demonstrate knowledge and understanding of child growth and development, children with disabilities, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning and children with developmental disabilities.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
9. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six-month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly persons offense in accordance with 18A:6- 7.1.
11. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
12. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. Resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations when Applied Behavior Analysis services and teaching were performed.
4. College transcripts, including an approved school of Applied Behavior Analysis.
5. Employment interview.

EMPLOYMENT TERMS: The Behaviorist shall be employed under the following terms:

1. Work year of ten months.
2. Salary of
3. Conditions established by all laws and codes of the State and all policies, rules, and regulations established by the Board of Education (NJSA 18A:27-4 et seq.)

JOB FUNCTIONS AND RESPONSIBILITIES: The Behaviorist shall:

1. Establish high academic and behavioral standards and expectations for all students.
2. Display high ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies.
3. Utilize current methods and maintain current practice standards and trends as indicated by the Behavioral Analysis Certification Board.
4. Work cooperatively with program directors, supervisors, building administrators, school staff, and all teachers to develop and implement a comprehensive program utilizing the principles of Applied Behavior Analysis and generate effective behavioral intervention strategies and plans.
5. Assist teachers in providing a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive behavioral support systems, structured routines, effective instructional strategies, and effective classroom management techniques based on the principles of Applied Behavioral Analysis.
6. Assist teachers in utilizing the most current research based teaching materials and procedures that align with Common Core Standards, performance benchmarks, and Individual Educational Plans.
7. Assist/train teachers in conducting assessments using current and relevant assessment tools to develop effective, data-based treatment plans and academic programs using Applied Behavior Analysis (and Verbal Behavior) strategies/techniques.
8. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
9. Monitor teacher's and instructional assistant's classroom management and instruction and supply feedback by providing clear directions, outlining procedures, and effectively demonstrating instructional procedures. Provide ongoing support and training.

10. Assist teachers with maintaining records that demonstrate student progress, including teaching procedures, student performance data, and mastery criteria, and evaluate and assess these records regularly.
11. Observe student behavior and provide teacher with written observation report, recommendations, and ongoing support.
12. Provide professional development to teachers, assistants, and other school staff, during District in-services as well as on an on-going basis in the classroom.
13. Provide consequences in a fair and consistent manner, using school-approved procedures, adhering to state guidelines/procedures, within the scope of best practice and use of ethical treatment as indicated by the BCBA.
14. Conduct Functional Behavioral Assessments as needed and create correlating Behavior Intervention Plans.
15. Provide staff training in implementation of Behavior Intervention Plans.
16. Conduct in-school parent training as needed.
17. Train staff working in Autism and Behavior Disabilities classes as needed.
18. Work collaboratively with the Child Study Team in developing appropriate Individual Educational Programs, and participate in IEP meetings.
19. When requested by Case Manager and after a referral process has been completed, conduct observations of students in general or special education classes and develop recommendations
20. Attend Intervention & Referral Services (I&RS) meetings when requested to consult on specific students.
21. Ensure the health and safety of all students, notifying the administration of any unsafe conditions, following established procedures.
22. Attend required staff meetings, grade level meetings, parent conferences, and serve as appropriate on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction when applicable.
23. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
24. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
25. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan
26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
27. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
28. Adhere to New Jersey school law, Board of Education rules and regulations, School regulations and procedures, and contractual obligations.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job. Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand, and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS: The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated, air conditioned, and ventilated facilities.
4. Exposure to a building in which a variety of substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION: The Superintendent/Principal, Vice Principal and/or designee shall evaluate the Behaviorist according to NJ Code and such criteria as shall be established by the Board of Education.

Date Board Approved: