



CENTER GROVE COMMUNITY SCHOOL CORPORATION JOB DESCRIPTION

Position Title	Teacher, Special Education Program Support
Building/Department	Special Education, Assigned School(s)
Supervised & Evaluated By	Director of Special Education or Designee

Position Details: Days Per Year: 184 Hours Per Day: 7.5	Benefit Level: <input type="checkbox"/> A Certified Administrators <input type="checkbox"/> B Directors and Coordinators <input type="checkbox"/> C Support Staff <input type="checkbox"/> D "Other" (No Benefits) <input checked="" type="checkbox"/> Bargaining Unit <i>Master Teacher Contract</i>	FLSA Overtime Status: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt
Employment Status: <input checked="" type="checkbox"/> Full-Time Employment <input type="checkbox"/> Part-Time Employment <input type="checkbox"/> Temporary Employment <input type="checkbox"/> Seasonal Employee		Job Description Updated: 3/2026

Program Description:

The Program Support staff member will act as a consulting member of Center Grove's Special Services team focusing on behavioral difficulties, educational, emotional, and transition needs of students across all settings.

Minimum Qualifications and Credentials Required:

- Minimum of a Bachelor's degree in job-related area
- Mild, Moderate and/or Severe/Intense Interventions License (or be eligible for I-SEAL or ASSET Program)
- Must be able to pass federal and DCS background check
- Exemplary verbal and written communication skills
- Proficient technology skills
- Ability to work independently and with colleagues
- Professionalism in interacting with colleagues, students, and parents or guardians
- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Essential Functions:

- Supervise behavior coaches
- Support assigned schools (attend staffing and CCs-as needed, conduct classroom observations)



- and serve as a primary behavior support
- Assist in the development of FBAs and BIPs
- Provide trainings to administrators, teachers, and assistants
- Serve as CPI district trainer and provide initial and refresher training to administrators, teachers and support staff
- Assist schools in understanding the continuum of services, and when appropriate completing referral paperwork for Bridges, TEAM, Link, or LIFT programs
- Assists Bridges Academy in data review in preparation for transitions back to home school
- Attend/participate in school SST/Behavior Collaboration meetings
- Assist in the development of programming across the district
- Review district discipline data and follow up with teachers as needed
- Complete observations for Educational Evaluations for school psychologists
- Staff students at Children's Planning Service, when needed
- Attend roundtables on various topics around Indianapolis
- Assist in seeking out grants to help support student needs and programs
- Develop community connections and promote these supports to families
- Coordinate testing (ILEARN/SAT/NWEA) for students on homebound or another setting
- Attend preschool and non-pub case conferences as requested
- Assist with the coordination of plans for students in alternative settings (including juvenile detention or residential facility)
- Run/Attend Manifestations when approved by Director or Coordinator
- Serve as Teacher of Record when requested by Director or Coordinator
- Attend bi-weekly meetings with Director and Coordinator
- Less than 50% of time spent providing instructional services to children with special needs in the areas of assessment, intervention, classroom behavior and social management instruction.
- Maintain confidentiality of all student and staff related information following all FERPA laws and board policy.
- Monitor the use of Restraint and Seclusion in assigned buildings

Physical Requirements:

- Requires prolonged sitting or standing
- Requires physical exertion to manually move, lift, carry, pull, or push heavy objects or materials
- Occasional stooping, bending, and reaching