



## CENTER GROVE COMMUNITY SCHOOL CORPORATION JOB DESCRIPTION

<b>Position Title</b>	<b>LINK Teacher</b>
<b>Building/Department</b>	<b>Middle School</b>
<b>Supervised &amp; Evaluated By</b>	<b>Building Principal or Assistant Principal</b>

<b>Position Details:</b> Days Per Year: 184 Hours Per Day: 7.5	<b>Benefit Level:</b> <input type="checkbox"/> <b>A Certified Administrators</b> <input type="checkbox"/> <b>B Directors and Coordinators</b> <input type="checkbox"/> <b>C Support Staff</b> <input type="checkbox"/> <b>D "Other" (No Benefits)</b> <input checked="" type="checkbox"/> <b>Bargaining Unit</b> <i>Master Teacher Contract</i>	<b>FLSA Overtime Status:</b> <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt
<b>Employment Status:</b> <input checked="" type="checkbox"/> Full-Time Employment <input type="checkbox"/> Part-Time Employment <input type="checkbox"/> Temporary Employment <input type="checkbox"/> Seasonal Employee		<b>Job Description Updated:</b> 03/2026

### Program Description:

The LINK program is a proactive instructional resource model utilized to build coping strategies while also supporting academic deficiencies. The purpose of LINK is always to keep students regulated, learning, and progressing toward their IEP goals in general education whenever possible.

The Middle School LINK program provides specialized instruction and behavior support for students in grades 6-8 who demonstrate significant social, emotional, and behavior needs that impact the students success with the General Education Setting. The teacher is responsible for creating a structured, supportive learning environment while implementing student behavior plans.

This position requires strong collaboration with building staff, families and the special education team to help students develop the behavioral, emotional regulation, and academic skills needed to successfully participate in school.

### 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



## Essential Functions:

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- Demonstrates knowledge of 6-8 core curriculum for the purpose of designating and presenting instruction with clean and logical structure and modifying/accommodating to help students meet goals and objectives of IEP
- Demonstrates knowledge of special education laws as well as IDOE, IEP, and CGCSC policies and procedures for the purpose of maintaining compliance with federal and state laws
- Develops reasonably calculated, including individual goals aligned to state content standards for the purpose of providing educational benefit to the students
- Implements student IEPs as written in accordance to the law for the purpose of providing education benefit to the students
- Monitors students' progress utilizing data that reflects student performance and adjusts instruction as needed based on analysis of the data for the purpose of coordinating services to individual students
- Provides students with specialized instruction for the purpose of meeting their unique needs
- Provides timely feedback to families based on data for the purpose of coordinating services to individual students
- Schedules IEP meeting with parents, general education teachers, administrators, and any members of the IEP team required by law for the purpose of maintaining compliance with federal and state laws
- Uses instructional strategies for the purpose of facilitating student learning in core academic subjects
- Utilizes assessment results for the purpose of providing educational benefit to the students
- Trains and provides work direction and guidance to assigned Instructional Aides for the purpose of meeting unique needs of students. Training must include Crisis Prevention Intervention or a comparable model and appropriate lifting and toileting training
- Performs other duties as needed for the purpose of facilitating student learning
- Uses technology in classroom instruction, in keeping appropriate records and preparing progress reports, report cards, benchmark assessments, etc.
- Uses classroom and/or behavior management techniques to achieve a safe and functional learning atmosphere for all students. This includes creating appropriate room displays, bulletin boards, and/or interest/learning centers and providing a more structured system when necessary
- Oversees students appropriately integrated into settings for maximum interaction with peers

# **LINK Program Teacher**

## **Center Grove Middle School Central**

**Position Summary:** The LINK Program Teacher provides specialized academic and behavioral support for students with Individualized Education Programs (IEPs) who require additional assistance with emotional regulation, social skills, coping strategies, and academic performance. The LINK program is a proactive instructional resource model designed to help students remain regulated, engaged in learning, and progressing toward their IEP goals while maintaining access to general education whenever possible.

### **Essential Responsibilities**

#### **Instruction & Student Support**

- Provide direct instruction in social skills, emotional regulation, coping strategies, conflict resolution, and employability skills.
- Deliver structured behavioral lessons including social stories, modeling, and guided practice.
- Provide academic interventions aligned with identified skill deficits and IEP goals.
- Maintain structured instructional routines during LINK and resource periods.
- Monitor and collect data on student progress toward IEP goals.
- Support students in general education classrooms through push-in assistance when appropriate.

#### **Behavioral Support**

- Implement Behavior Intervention Plans (BIPs) and the LINK behavioral point/level system.
- Teach and reinforce proactive coping and regulation strategies.
- Utilize de-escalation techniques and the Reset–Regulate–Return model during periods of student dysregulation.
- Facilitate restorative conversations following behavioral incidents when appropriate.

#### **Collaboration**

- Collaborate with general education teachers to support student success and maintain alignment with classroom expectations.
- Consult with classroom teachers before modifying assignments or expectations.
- Work with counselors, social workers, and behavioral specialists to support student needs.
- Participate in Professional Learning Communities (PLCs), IEP meetings, and professional development.

#### **Program Implementation**

- Align LINK instructional time with IEP service minutes.
- Maintain structured LINK routines and program expectations.
- Support a proactive approach to behavioral instruction and student regulation.
- Promote student independence and successful participation in general education settings.

#### **Professional Expectations**

- Arrive on time and remain present for the full instructional period.
- Maintain confidentiality and follow district communication protocols.
- Provide supervision and support during assigned duties, including student arrival and dismissal.
- Maintain clear plans for substitute coverage and follow school procedures.

### **Qualifications**

- Valid Indiana teaching license.
- Certification in Special Education or ability to obtain appropriate licensure.
- Knowledge of IEP implementation and behavioral supports.

### **Preferred Qualifications**

- Experience implementing Behavior Intervention Plans (BIPs).
- Experience supporting students with behavioral and emotional needs.
- Strong collaboration, relationship-building, and classroom management skills.

**Program Goal:** The LINK program's goal is to keep students **regulated, learning, and progressing toward their IEP goals within the general education environment whenever possible.**