



VACANCY NOTICE

Districtwide

The following position is available for the 2025-2026 school year:

Special Education Student Support Specialist

DATE REQUIRED:	August 18, 2025
QUALIFICATIONS / EXPERIENCE DESIRED:	PEL with a LBS-1 endorsement and experience as Special Education Teacher
SALARY:	Starting base of \$43,976.00 w/o TRS; Regionally Competitive and commensurate with experience (CBA Agreement - Article 26)
BENEFITS:	Blue Cross Blue Shield Booklet English / Spanish

Qualified applicants should complete an online application at www.district100.com. All **current employees** must submit an application within five (5) days of the posting date to be considered for this position. *Please notify your current supervisor of your intent to transfer.*

Human Resources Department
Belvidere Community Unit School District 100
1201 Fifth Avenue
Belvidere, IL 61008
(815) 544-0301

Posting: February 07, 2025

Community Unit School District 100 does not discriminate on the basis of age, race, creed, color, handicap, sex, sexual orientation, development disability, national origin, ancestry or marital status

Job Description

Position: Special Education Student Support Specialist

Reports to: Chief Special Education Officer or designee

Qualifications/Skills:

1. Professional Educator License with LBS-1 endorsement-required
2. Prior experience in special education as a teacher for students with various disabilities (at least 3 years of experience preferred)
3. Experience with autism, communicative delays, and/or individuals with behavioral needs
4. Ability to develop comprehensive and data driven FBAs/BIPs
5. Familiarity with benchmarking and progress monitoring processes
6. Familiarity with graphing and interpreting data (academic & behavioral)
7. Ability to collaborate with others in a team to problem solve and work through tasks
8. Excellent attention to detail, organizational skills, maintenance of accurate records and communications, self-starter
9. Tactful, adaptive, and productive interpersonal skills that articulate thoughts, strategies and ideas easily understood by people of diverse backgrounds and experiences
10. Work effectively in a highly collaborative team environment, including effectively addressing and solving problems
11. Knowledge of inclusion practices, strategies and laws governing Least Restrictive Environment (LRE) along with working knowledge of academic and behavioral interventions that are scientifically proven to facilitate growth of students with disabilities
12. Position will require comprehensive and ongoing professional development

Terms of Employment: BEA contract - 9 Months

Basic Function: Facilitates and supports an inclusive school experience that aligns with the Evidence Based Practices and is conducive to learning of students with disabilities to help foster student interests, independent functioning levels, and individualized academic and behavioral needs within the least restrictive environment. Adheres to published policies and procedures distributed by federal, state, district, and school administrations is required.

Performance Responsibilities:

1. Works collaboratively with multidisciplinary teams (general education teachers, special education teachers, related service providers, and administrators) to support, review, and provide assistance for academic and behavioral planning of specialized interventions based on student needs and developmental levels.
2. Assists with the development of classroom management supports, behavior plans, and safety plans in alignment with district and department procedures.
3. Conducts direct observations and interviews with students and staff to gather baseline information.



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- disabilities while seeking assistance and input from other professionals, as necessary.
6. Models focused interventions, strategies and evidence-based practices to support teachers' instructional and behavioral approaches according to individualized education plans (IEP) and other recommendations.
 7. Attends and seeks out professional development opportunities related to the role and responsibilities identified.
 8. Develops and provides professional development to obtain, maintain, and improve professional levels of performance related to inclusion practices.
 9. Supports and develops inclusion strategies and practices to enhance student participation and engagement in general education settings, in alignment with district and department procedures.
 10. Maintains accurate and detailed documentation, including contact with students, teachers, administrators, and/or parents.
 11. Assists with environmental adaptations in the general education and special education classrooms to support student opportunities and engagement in academic and social activities.
 12. Collaboratively supports the implementation of research and evidence-based instructional and behavioral strategies that account for a range of abilities and cultural backgrounds to ensure building teams are effectively executing interventions that support the academic growth of special education students in the general education setting.
 13. Provides support for students and teachers in the inclusive setting by suggesting accommodations, modifications and other supplementary aids and in collaboration with case managers and other service providers.
 14. Keeps current with literature, new research and evidence-based findings and improved techniques in Special Education.
 15. Performs other related duties as may be assigned from time to time.

Evaluation: Performance of this job will be evaluated in accordance with the provisions of the Board's policy of Professional Personnel.

Updated 3/21/25