

# Yellowstone County



## HUMAN RESOURCES

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To: Yellowstone Board of County Commissioners

From: Dwight Vigness, H.R. Director on behalf of  
Yellowstone County Hay Evaluation Committee  
(Tim Miller, Jeff Martin, Dwight Vigness and LynnDee Schmidt).

Date: August 7, 2024

Re: Review of New Position

The Hay Group and Job Evaluation Committee evaluate a new classification specification of Detention/Shelter Care Teacher for the Youth Services Center.

Accordingly, the committee found that the new position should be slotted into grade H range.

Recommendation of the HAY Evaluation Committee:

Title	Grade	Range
Detention/Shelter Care Teacher	H	\$60,395 – \$85,263

### Commissioner's Action

	Approve	Not Approved
John Ostlund, Chair	___	___
Donald W. Jones, Member	___	___
Mark Morse, Member	___	___

Copy: HAY Evaluation Committee  
Jennifer Jones, Finance Director

# Yellowstone County Class Specification

<b>Class Title</b>	<b>Detention/Shelter Care Teacher</b>
<b>Class Code Number</b>	<b>5124</b>
<b>Grade</b>	<b>H</b>
<b>FLSA</b>	<b>Exempt</b>
<b>EEO Function</b>	<b>Corrections (11)</b>
<b>EEO Category</b>	<b>Professional (2)</b>
<b>Date</b>	<b>August 2024</b>

## Job Summary

Provides for an appropriate educational program for youth placed and living in a licensed shelter or detention facility. Responsible for developing curriculum, learning tools, and providing a safe, secure, and supportive learning environment conducive to learning for all students placed in Yellowstone County youth care setting.

## Distinguishing Class Features

This position is responsible for a variety of instructional duties in a licensed shelter or detention facility education environment. Instructs students in a classroom, individually and/or in small groups in accordance with policies and procedures; plan, implement, and evaluate learning programs and activities in assigned teaching areas; develop and implement IEP goals and assess student progress and achievement coordinate programs to increase independence and functioning in society, socially, vocationally, and academically.

## Essential Job Duties and Responsibilities

(These are examples only; any one position may not include all of the listed examples nor do the listed examples include all functions, which may be found in positions of this class.)

- ❑ Plans, prepares, and delivers instructional activities that facilitate an active learning environment;
- ❑ Observes and evaluates youth’s performance and development; provides appropriate feedback on work; and encourages and monitors the progress of individual students;
- ❑ Identifies the learning needs of students and interprets assessment information;
- ❑ Identifies and selects different instructional resources and methods to meet youths’ varying needs;
- ❑ Establishes and communicates clear objectives for all learning activities;
- ❑ Maintains accurate and complete records of youths’ progress and development; and updates all necessary records accurately and completely as required by laws and agency policies;
- ❑ Provides educational services to potentially aggressive/combatative youth in a correctional setting with a wide variety of temperaments (volatile, aggressive, suicidal) and specialized needs;
- ❑ Treats youth with respect in all situations and the ability to react quickly and effectively to defuse hazardous, combative, volatile situations verbally and physically on an as needed basis;

- ❑ Keeps up to date with developments in the subject area, teaching resources, and methods and make relevant changes to instructional plans;
- ❑ Performs all duties in compliance with agency safety policies and procedures;
- ❑ Select and requisition books, instructional materials, supplies, and equipment;
- ❑ Establish, with the Individualized Education Programs (IEP) team, standards of expected progress for individual students in designated areas of instruction or development and techniques for periodic assessment of that progress;
- ❑ Prepare written lesson plans and select instructional materials/equipment which shall reflect the individual diagnostic, prescriptive, and performance characteristics of each pupil;
- ❑ Provide individual and small group instruction in order to adapt the instruction and curriculum to the needs of pupils with varying physical, intellectual, and perceptual abilities, attitudes, emotional needs and cultural, socioeconomic, or linguistic backgrounds;
- ❑ Provides motivation and a varied approach to pupils who have short attention spans and/or who have difficulty in working independently;
- ❑ Provide counsel to pupils in assisting them with understanding and coping with disabilities and other educational and personal problems;
- ❑ Assess student progress using pre/post testing;
- ❑ Maintain and submit reports of health and attendance and keeps all other records and submits necessary reports as required by law and/or the Montana Office of Public Instruction;
- ❑ Maintain as understanding of the general education curriculum and aligns the classroom instruction with that curriculum as appropriate to the individual pupils;
- ❑ Attend Department and School-site meetings as required;
- ❑ Set up student accounts for online learning, teach youth the material, grade submitted youth work, manage classroom behavior;
- ❑ Bill the student's home school district (for certain states); getting records from the student's last place of enrollment;
- ❑ Coordinating partner with the University of Alabama PBIS team;
- ❑ NASP (National Archery in the Schools Program) Education Coordinator; Red Cross lifeguard;
- ❑ Coordinator for Title I Part D;
- ❑ Performs a variety of related duties not listed, to be determined and assigned as needed.

<h3 style="margin: 0;">Required Knowledge, Skills, and Abilities</h3>
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***Knowledge and understanding of:***

- ❑ Purposes and programs of youth care agencies and educational needs;
- ❑ Principles and practices of youth education, crisis intervention and youth behavior and culture;
- ❑ Principles, practices and laws of youth probation and corrections;
- ❑ Child and adolescent development and the dynamics of abuse and neglect;
- ❑ Mental disorders and the psycho-pharmacy medications required;
- ❑ Understanding of minorities and their respective cultures;
- ❑ Principles, theories, practices, methods, and techniques used in curriculum development and classroom instruction for alternative education programs;
- ❑ Classroom procedures and appropriate student conduct;
- ❑ Problems and concern of students with special needs;
- ❑ Curriculum and lesson plan development to meet IEP or other educational goals;
- ❑ Terminology involved in alternative education programs;
- ❑ Principles of training and providing work direction;
- ❑ Proper lifting techniques. Interpersonal skills using tact, patience, and courtesy;

- ❑ Applicable sections of the Montana Office of Public Instruction regulations and other applicable laws;
- ❑ Basic computer operation;
- ❑ First aid and CPR. IEP Process. Behavior modification techniques.

***Skilled in:***

- ❑ Intake interviewing, counseling and assessment;
- ❑ Persuading assigned youth to work for positive behavioral changes;
- ❑ Identifying and evaluating youth emotional needs.

***Ability to:***

- ❑ Administer psychological testing and analyze results to arrive at a diagnosis;
- ❑ Implement Montana education policies and procedures;
- ❑ Review and implement agency policies, procedures, and operating guidelines;
- ❑ Convey and interpret information to students;
- ❑ Lead discussions;
- ❑ Communicate orally and in writing with students, parents, administrators, and other professionals involved in the education of agency youth;
- ❑ Work under stressful conditions, with possible occurrences of extreme heightened stress;
- ❑ Work independently with minimum supervision;
- ❑ Work collaboratively with all stakeholders and maintain a professional, courteous demeanor;
- ❑ Keep accurate files and records;
- ❑ Write clearly and informatively, varying writing style to meet needs;
- ❑ Speak clearly and persuasively in positive and negative situations;
- ❑ Manage difficult or emotional situations;
- ❑ Train, assign, supervise and evaluate the work of others;
- ❑ Operate a personal computer using standard word processing, spreadsheet, and database applications appropriate to assigned duties;
- ❑ Quickly learn and put to use new skills and knowledge brought about by rapidly changing information and/or technology.

<b>Reporting Relationships</b>
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Reports to Youth Services Program Supervisor and Youth Services Program Director.

<b>Minimum Qualifications</b>
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***Education/Experience/Training:***

- Bachelor's degree and State of Montana -Teaching License-Type 2 (Standard Teaching 5-12); **and**
- One (1) years' teaching experience.

***Note:***

Pre-employment conditions require acceptable results from mandatory:

- pre-employment drug test;
- finger printing and criminal records check;

Requirements for continued employment:

- Failure to maintain required licensure/certification will result in termination of employment.

***Certifications:***

- Driver's License issued by the State of Montana;
- Licensed by the State of Montana as a Licensed Clinical Professional Counselor or Licensed Clinical Social Worker; **and**
- CPR and First Aid Certification (within 6 months).
- Earn professional development credits (60) each certification period to keep license current.

## **Working Conditions and Essential Physical Abilities**

### ***Essential Physical Abilities:***

The physical demands described here are representative of 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.

- Clarity of speech and hearing that permits the employee to communicate well with youth, others involved in the teaching and counseling of assigned youth;
- Sufficient vision that permits the employee to review a wide variety of written reports and other materials in both hardcopy and electronic form and to carefully observe the behavior and activities of youth on an assigned shift;
- Manual dexterity that permits the employee to operate a computer keyboard and transport case files, supplies, and other items;
- Personal mobility that permits the employee to move from one area of the youth care facility to another and to manage youth when they become physically aggressive;
- Persons performing service in this position classification will exert 10 to 20 pounds of force frequently to lift, carry, push, pull, or otherwise move objects;
- Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

### ***Working Conditions:***

The work environment characteristics described here are representative of 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.

- Because an employee in this class is located in a work environment associated with unstable youth in a youth care facility, the work may involve an element of personal danger.

Accepted - Board of County Commissioners

Date Stamp  
August 3, 2024