



ORANGE COUNTY SCHOOLS

POSITION DESCRIPTION

POSITION TITLE	Exceptional Children Teacher
SCHOOL/DEPARTMENT	Assigned school
SALARY	Teacher salary schedule plus local supplement
FLSA STATUS	Exempt
REPORTS TO	Principal
SUPERVISES	Teacher Assistant, Students
WORK WEEK SCHEDULE	Monday – Friday
WORK HOURS	40
NUMBER OF MONTHS PER YEAR	10

POSITION PURPOSE:

The EC Teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The EC Teacher is responsible for creating a flexible program and learning environment that provides specialized instruction for students who are differently abled such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports. Work involves developing and implementing the Individual Education Program in classroom settings that are compatible with the student's age and developmental level. The EC teacher is responsible for developing lesson plans, adapting materials and designing activities to assist EC students develop appropriate academic, behavioral, and social skills and to meet their IEP goals. The EC Teacher is responsible for monitoring each student's progress and for maintaining EC records in compliance with state and federal guidelines. This position description applies to all EC areas with additional requirements added as necessary.

MINIMUM QUALIFICATIONS:

KNOWLEDGE, SKILLS, AND ABILITIES

- Considerable knowledge of the necessary principles and application of theory into practice for effective instruction and positive behavioral supports that are beneficial for implementation with all students with disabilities
- Considerable knowledge of OCS curriculum and instructional strategies (general curriculum and adapted curriculum)
- Considerable knowledge of human behavior, development and skill performance
- Considerable knowledge of individual differences in ability, personality and interests
- Considerable knowledge of student learning and motivation techniques
- Considerable knowledge of the assessment and treatment of behavioral and affective disorders
- Thorough knowledge of OCS policies and effective instructional practices
- Ability to provide positive behavioral support to students in a group and in an individual setting
- Thorough knowledge of federal, state, and local mandates governing the determination of delivery of special education services
- Ability to complete observations, conduct IEP (Individual Education Plan) meetings and create relevant IEPs for each student
- Complete the initial eligibility and reevaluation process for each student
- Ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community members

EDUCATION, TRAINING, AND EXPERIENCE

- Bachelor's Degree from an accredited institution in an approved program in special education
- Experience working with students with special needs
- Any equivalent combination of training and experience that provides the required knowledge, skills and abilities

CERTIFICATION AND LICENSE REQUIREMENTS

- Must possess valid NC certification in the area of Exceptional Children in one or more specialty areas, or be eligible to receive certification
- Must possess a valid driver's license issued by the NC Department of Motor Vehicles

PREFERRED QUALIFICATIONS:

- Master's degree from an accredited institution in an approved program in special education
- Three (3) to five (5) years of successful, highly qualified, experience teaching students with special needs
- Spanish Speaking

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Provide direct and indirect instructional support to students in a positive environment
2. Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual- motor skills, language, cognition and memory
3. Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests
4. Teach socially acceptable behavior, as determined by the students' individualized education plans (IEPs) by employing techniques in an overall positive behavioral support system
5. Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies
6. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
7. Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students
8. Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs
9. Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized educational plans (IEPs) designed to promote students' educational, physical, and social/emotional development
10. Initiate and monitor the re-evaluation process for continued eligibility
11. Maintain accurate and complete student records, protect their confidentiality, and prepare reports on children and activities, as required by law, district policies, and administrative regulations
12. Establish clear objectives for all lessons, units and projects and communicate those objectives to students effectively
13. Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings
14. Provide crisis intervention, as needed, for students and those in inclusive classrooms
15. Assist with collection of data for providing appropriate classroom interventions
16. Serve as a member of a multidisciplinary team as appropriate
17. Assist with preparation of data for local, state and federal reports
18. Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities
19. Perform other duties as assigned by the principal

Therapeutic Separate Settings

1. Collect data for Functional Behavioral Assessments/Analysis and development of Behavioral Intervention Plans
2. Collaborate with therapeutic staff for implementation of treatment interventions
3. Facilitate transitional planning as student is preparing for discharge and re-entry into traditional school or classroom
4. Work with multi-disciplinary teams such as community agencies and departments within OCS to facilitate educational and therapeutic plans
5. Participate and provide supervision during off campus outings
6. Act as case coordinator for assigned students; consults with community care-givers, school support professionals, and parents to better understand and meet student needs
7. Engage in CPI techniques as a last resort to maintain the safety and security of the student and others

Adapted Curriculum

1. Collect data for Functional Behavioral Assessments/Analysis and development of Behavioral Intervention Plans
2. Collaborate with related service staff for implementation of treatment
3. Facilitate transitional planning as student moves to a new
4. Work with multi-disciplinary teams such as community agencies and departments within OCS to facilitate educational and therapeutic plans
5. Participate and provide supervision during off campus outings
6. Act as case coordinator for assigned students; consult with community care-givers, school support professionals, and parents to better understand and meet student needs

WORKING CONDITIONS	
PHYSICAL DEMANDS	Work is considered medium physical work requiring the exertion of up to 50 pounds of force. Position entails significant walking, bending, standing, stooping and possible interventions in order to maintain a safe learning environment. Assignment may require the ability to physically move students or equipment, position students in specialized equipment, change diapers as needed and/or perform skilled nursing procedures. (e.g. feeding tubes)
WORK ENVIRONMENT	Employees in this position are required to work in indoor and outdoor environments, and come into direct contact with OCS staff, students and the public.
ACKNOWLEDGEMENTS	
The following signatures acknowledge that the supervisor has verified the accuracy of the position description, has discussed position requirements with the employee, and has advised the employee of work performance expectations	
<i>Reviewed by: Employee's Signature</i>	<i>Date</i>
<i>Approval by: Supervisor's Signature</i>	<i>Date</i>
The completed and signed position description shall be maintained at the employee's work location, shall be reviewed with the employee by his or her immediate supervisor, should be revised as required, and shall serve as the basis for all required evaluations.	

DISCLAIMER: *The above statements are intended to describe the general purpose and responsibilities assigned to this position. They are not intended to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and skills that may be required of the employees assigned to this position. This description may be revised by the supervisor, with HR review and approval, any time.*