



ORANGE COUNTY SCHOOLS

POSITION DESCRIPTION

POSITION TITLE	Exceptional Children Teacher-Project SEARCH
SCHOOL/DEPARTMENT	Orange High 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
- Ability to identify a student's strengths, interests, and abilities related to skill acquisition, job development and placement.
- Ability to seek an appropriate community job site consistent with the student's interests and skills.
- Ability to determine and refer to appropriate community support services for training and successful employment.
- Ability to work with local business and industry to meet their employment needs.

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
- Experience with transition to work activities and supported employment

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

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

Project SEARCH Setting

1. Recruit appropriate students with disabilities for Project SEARCH program (ages 18-22, last year of high school)
2. Develop IEP's and schedule meetings for students in Project SEARCH
3. Connect through referral and eligibility processes students to appropriate community services, especially Vocational Rehabilitation.
4. Support identifying internship sites within the host business so that students can participate in a variety of work experiences in order to build marketable, competitive skills and leading to employment.
5. Support in the development of sites that will increase job specific skills, work quality and productivity.

6. Plan with students, families, and agency personnel to determine career interests, specific job preferences (hours, location, etc.), skills and abilities to develop an individualized approach to placement.
7. Identify and create solutions for behavioral concerns that interfere with gaining and maintaining employment.
8. Instruct students to learn employability skills such as communication, problem solving, and teamwork, grooming, budgeting and self-advocacy.
9. Provide universal design in the accommodations and adaptations needed at work sites.
10. Monitor and record daily attendance at work sites; teach students to independently inform departments of absences/tardiness.
11. Give appropriate grades based on participation, skill development, attitude, etc.
12. Assess students on a daily/weekly basis and layer additional skills.
13. Coordinate travel training (when appropriate) through public transportation or teach students to be able to access private transportation independently.
14. Develop work portfolios for each student to include credentialing of skills attained, letter of recommendations from internship sites, etc.
15. Collect data on student outcomes including jobs gained, wages, hours worked per weeks, benefits taken, etc.
16. Coordinate Advisory Committee meetings with all partners represented including families.
17. Perform specific job analysis, task analysis, and job matching activities.
18. Develop linkages among other agencies to assure effective transition from school to work or from current placement to successful community employment.
19. Coordinate internal job placement opportunities within the host business and resulting accommodations, and necessary job supports for students.
20. Develop job development training plan with consumers and appropriate support personnel.
21. Coordinate skills trainer activities.
22. Refer students to appropriate agencies for support and services related to successful employment.
23. Attend appropriate Project SEARCH Steering Committee meetings
24. Plan and implement monthly staffing for each student participant with appropriate parties including the Vocational Rehabilitation Counselor and parent.
25. Communicate internship placements with other Project SEARCH team members.
26. Schedule, plan and implement monthly written communication with families and other parties.
27. Schedule, plan and implement Information Sessions to publicize the program and recruit potential students.
28. Coordinate skills trainers for student internship sites and competitive placements
29. Communicate regularly with business liaison, skills trainers for student progress and issues.

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.*