Position Description
Teacher

Company: United Cerebral Palsy Association of Hawai’i
Location: Honolulu, Hawai’i
Industry: Nonprofit organization
Status: Full-time non-exempt

Reports to: Executive Director
Functional Reporting to: Program Manager

Location
414 Kuwili Street, #105
Honolulu, HI 96817

Company Description: United Cerebral Palsy Association of Hawai’i is a nonprofit organization, which has been providing services across the state of Hawai’i since 1959. Its focus is to positively affect the quality of life for children and adults with cerebral palsy or other disabilities with similar service needs, as well as to provide support for the families involved and provide education on preventing cerebral palsy and minimizing its effects. As part of a nationwide network of approximately 64 state and local affiliates that provide services, United Cerebral Palsy Association of Hawai’i works to empower people with choices, to provide opportunities for independence, conduct public and professional education programs, and support research in cerebral palsy.

HOURS AND TRAVEL
Hours: 37.5 hours/week as follows: Monday through Friday, 8:00am to 4:00pm. Certain responsibilities will require work outside those hours, including evening and/or weekend hours.

Location: This position is primarily situated at United Cerebral Palsy Association of Hawai’i offices. Certain responsibilities will require travel (on-island) to off-site locations (e.g., client homes or other locations).

DUTIES
As a member of a multidisciplinary team, the Teacher provides culturally competent, family-centered teaching services for infants and toddlers with special needs and their families.

Teacher
- Adhere to all Department of Health - Early Intervention Section (DOH-EIS) and United Cerebral Palsy Association of Hawai’i guidelines
- Manage caseloads and maintain client records in accordance with federal, state, and company requirements
- Evaluation and Education: Participate as an evaluator and member of a multidisciplinary team that determines eligibility for Early Intervention (EI) services;
conduct evaluations following enrollment, yearly or more frequently as required; participate in developing IFSPs to promote students’ educational, physical, or social development; participate in planning, developing and/or implementing strategies to meet the needs of students with a variety of disabilities, as well as their families; provide education services using a variety of techniques to reinforce learning and meet students’ varying needs, and conduct regular informal evaluations to revise educational activities.

- **Service to Parents and Families:** As part of the IFSP team, help families develop outcomes that are functional and based on child and family needs and family-identified priorities; offer training and education sessions for parents; provide ongoing monitoring of child and family needs, concerns, and strengths; provide individual consultation requested by parents or as needs indicate; assist with linking the child and family with their Care Coordinators and consults as the need arises. Participate in planned activities (e.g. Family Day and other activities as directed by the Program Manager).

- **Training:** Provide training in related areas to staff, students and volunteers, instruct in carrying out educational activities and monitor its implementation.

- **Reporting and Record-Keeping:** Prepare written reports of evaluation; record child’s progress; prepare records and reports required by outside agencies (Department of Education, Department of , Hawaii Department of Human Services, Tricare, etc.); prepare educational section of reports, IFSPs, discharge summaries, HELP charts, check sheets and blue books, initiate paperwork needed for children’s transition to the Department of Education; maintain billable hours as required.

- **Ancillary Activities:** Participate in staff meetings, training sessions; contact with other agencies serving the children; determine equipment needs of the Center and submit requests; make recommendations regarding the equipment needs of the children.

- **Miscellaneous:** Provide input on program design and standard operating procedures; administer medication as needed; do home visits as needed; consult with other agencies as requested; feeding; changing diapers.

- **Assist in the development of a transition plan to preschool, school, or, if appropriate or other service**

- **Attend and participate in transition meetings as requested by Care Coordinator or Program Manager**

**General**

- **Assist in maintaining a clean, hygienic, safe and childproof environment.**

- **Participate in training sessions and continuing education**

- **Participate in and/or coordinates United Cerebral Palsy Association of Hawai‘i events (such as program activities, community fairs, fundraising, etc.), as requested**

- **Coordinate and/or assist with special projects and other assigned duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.
QUALIFICATIONS
A background check will be required and must be passed. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience
1 year of experience in teaching is highly preferred; experience working in early intervention with children who have special needs preferred

Education
One of the following education requirements:
- Degree in Elementary Education with a focus on Early Childhood or Special Education (Bachelor’s or Master’s); or
- 5th Year Teaching Certification with a focus on Early Childhood or Special Education; or
- Degree in Early Childhood (Bachelor’s or Master’s) and shall have successfully passed at least one (1) course in behavioral management with a minimum grade of a “C.”

Licenses
- Not applicable.

General Requirements, Skills and Aptitudes
- Ability to understand organizational policies and requirements (ex: participant eligibility, program requirements, and program benefits); training provided
- High level of professionalism, diplomacy and discretion with the ability to maintain matters of confidentiality; maintain all HIPAA requirements
- Working knowledge of developmental disabilities, familiarity with ADA and Individuals with Disabilities Educational Act (IDEA) guidelines, and inclusion
- Sensitive to working with an ethnically, linguistically, culturally, and economically diverse population
- Organizational ability to prioritize, multi-task, and manage time
- Ability to work independently and collaboratively, taking initiative to complete assignments and projects before deadlines
- Highly resourceful, organized and attentive to detail; strong analytical skills
- Ability to prepare and maintain files, records and reports
- Demonstrates good work habits including punctual and regular attendance and efficient use of time
- Ability to coordinate activities of staff members
- Ability to establish partnerships and build effective relationships with all levels of staff, the general public, and those we serve
- A positive attitude and high level of flexibility, handles interruptions well
• Clear and concise written and oral communication skills, ability to communicate effectively with people at all levels.
• Ability to make decisions in accordance with established policies and regulations
• Willing to take on projects and learn new skills/tasks
• Interest in continuing education with the aim of constantly improving and updating skills
• Interest in the company’s mission and operations; agreement with mission, vision and values
• CPR certification
• Valid Class 3 driver’s license, driver’s abstract
• Access to vehicle with valid insurance

Language Skills: The ability to read, write, and speak English is a must. Additionally: the ability to read, analyze, and interpret general state and federal regulations, periodicals, and professional journals; the ability to write reports and business correspondence; the ability to effectively present information and respond to questions from managers, colleagues, clients, customers, and the general public.

Mathematical Skills: Intermediate math skills to include the ability to add, subtract, divide, multiply, and calculate percentages.

Computer and Office Equipment Skills
• Ability to utilize Microsoft products (Word, Outlook & Excel) software at a basic level or better on either a Mac or PC
• Ability to conduct internet research
• Ability to operate standard office equipment (faxes, phones, copiers, computers, etc)
• Use of mobile phone (company-provided), if required

Physical and Mental Requirements:
• Ability to handle multiple tasks, projects, and schedules while maintaining attention to detail and meeting timelines
• Frequent driving to office, client homes, etc; occasional outdoor work
• Ability to work calmly with behavioral and health related incidents
• Frequent bending, reaching, squatting, kneeling, twisting in order to observe, assess, and interact with clients
• Ability to stand or sit for extended periods of time, stand for up to 6-8 hours a day
• Occasional lifting, carrying, and loading/unloading toys and materials up to and including 25 lbs. to 50 lbs. used in home visits

Equal Opportunity
United Cerebral Palsy Association of Hawai‘i provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics,
protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

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EMPLOYEE SIGNATURE

By my signature, I hereby certify that I have reviewed the job description of my position and agree to perform the duties described therein. I understand that United Cerebral Palsy Association of Hawai‘i may make modifications, additions, or deletions to this job description at any time, and will notify me of any changes by sending me a revised copy for my review and signature.

Employee Signature: ______________________________________________________

Employee Printed Name: ____________________________________________________

Date: ____________________________________________________________________