

Organization Overview

Founded in 1944, Coordinated Youth and Human Services is not only who we are, but it is also what we do – coordinating human services for youth and families in need. CYHS provides services at three locations in Madison County, including the Educational Enhancement Program for at-risk youth, maternal health programs for pregnant women and young children, community prevention programs, and the MadCAP program for those affected by HIV / AIDS.

The Educational Enhancement Program was established for the purpose of assisting students who require an educational program different from the traditional school. The EEP involves parents and students in the planning and follow-through of their academic program. We believe that through participation, cooperation, and proper guidance, we can empower students to reach their full potential in academic achievement. Students are admitted to the Coordinated Youth and Human Services Educational Enhancement Program upon referral primarily. Referrals are made when it is believed that students would be more likely to experience academic success in this program. The EEP is an Illinois State Board of Education (ISBE) approved non-public program for special education students ages 6-21. The EEP partners with school districts to ensure educational outcomes of the most challenging population. The program is a community of teachers, clinicians and staff supporting the individual needs of each student academically and emotionally.

Job Summary

The EEP Teacher will provide day to day academics and behavior support to assigned students. Provide case management for assigned students and maintain all required special education documents.

Essential Duties & Responsibilities

Duties and Responsibilities include, but are not limited to:

Daily:

1. Keep accurate hourly attendance for every student in class record book and daily in Power Attend.
2. Process with students when problems occur.
3. Teach assigned subjects daily.
4. Meet with parents as needed to discuss behavioral and/or academic concerns.
5. Work with clinicians on daily affective education activities.

Weekly:

1. Complete lesson plans by Friday for the following week.
2. Complete weekly student progress reports for homeroom students; use two (2) positive statements for every negative.

Bi-Weekly:

1. Review and revise IEP's as needed in Power IEP.

Monthly:

1. Review attendance reports and make any needed corrections.

Nine Week:

1. Make a list of all annual reviews for assigned students during nine (9) week period and turn into principal.

2. At beginning of each semester, complete Scope and Sequence and turn in to EEP Principal.
3. Update IEP's.
4. Complete report cards and IEP goals updates and turn in to EEP Principal.
5. Notify parents of parent/teacher conferences.

Semester:

1. Complete report cards and IEP goals updates and turn in to EEP Principal.
2. Complete IEP's and transition plans.

Other:

1. Complete intake assessment on each student for each academic subject-Pre/Post-test; Senior High-each semester, Junior High-can be done for the year.
2. Maintain all required paperwork and complete in Power IEP as needed.
3. Attend annual review and re-evaluation conferences for assigned students and complete case studies as needed; prepare documents for meeting and print.
4. Send *Transfer of Rights* to parents of assigned students when student turns seventeen (17):
 - a. Put a copy in student file in office
 - b. Send copy to home school Special Education contact
5. Maintain parent contact sheet in regard to IEP.
6. End of year – complete and turn in the following:
 - Contact sheets/anecdotal sheets
 - Pre-post test scores
 - Grade book
 - Lesson plan book
 - Report cards
 - IOEP's/IEP's
 - Standard Operation Procedure Manual

Qualifications

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.

1. Bachelor degree with a Special Education State of Illinois license (LBSI).
2. Experience working with youth with emotional/behavioral/academic difficulties preferred.
3. The ability to work under stressful situations.
4. Possess good and efficient organizational skills as well as multi-tasking abilities.
5. Solid verbal/written communication skills as well as strong interpersonal skills and the ability to build relationships.

Please submit resume to abutler@cyhs.com

We at Coordinated Youth and Human Services believe that each individual is entitled to equal employment opportunities without regard to race, color, creed, gender, sexual orientation, gender identity, marital status, national origin, age, veteran status or disability. The right of equal employment opportunity extends to recruiting, hiring selection, transfer, promotion, training and all other conditions of employment.