

COMMUNITY ACTION OF LARAMIE COUNTY, INC.



Job Title	Teacher	
Reports to	Education and Disability Manager	
ID	Laramie County Head Start (LCHS)	
Type of position:	Hours <u>40</u> / week	
Full-time – 9 months	Exempt	

**GENERAL DESCRIPTION**

Responsible for providing Education and Disabilities services including child and family development, parent involvement, volunteerism, and community networking in accordance with the National Head Start Performance Standards, the Head Start Act, State of Wyoming Childcare Licensing, Child and Adult Care Food Program, and Environmental Health. Responsible for ensuring that all eligible children and their parents receive the maximum services available linking families, staff and community together. Responsible for supporting the functions of School Readiness, child development and education. Responsible for implementing the designated curricula and meeting CLASS standards.

**JOB DUTIES**

**Child Development**

- Actively engage children in age and developmentally appropriate learning activities
- Facilitate the Ages and Stages Questionnaire and Ages and Stages Questionnaire Social Emotional screening tools in collaboration with parent or guardians
- Implement health, safety, nutrition, multiculturalism, and social skills activities in the lesson plans
- Implement positive behavioral supports for behavior management
- Perform the Early Screening Project (ESP) and Functional Behavioral Screening tools
- Facilitates activities to support growth in School Readiness goals and outcomes, individualizing for each child

**Safe/Learning Environment**

- Provide a safe, healthy learning environment by following all health and safety regulations
- Ensure that children are supervised and ratios are followed at all times
- Devise and implement weekly lesson plans which follow the principles of The Creative Curriculum and other curricula
- Provide a creative, nurturing, culturally, linguistically and developmentally appropriate classroom

**Disabilities**

- Participate in Individualized Education Program (IEP) and IEP transition meetings
- Implement and document IEP goals and objectives weekly in the lesson plans
- Provide a least restrictive environment for children with disabilities

**Record Keeping**

- Implement outcomes measurement system which includes assessing and tracking the progress of each student regularly using the Teaching Strategies Gold Assessment Tool, observation records and portfolios
- Keep daily attendance records, food program records, bus rosters, chronological flow charts, emergency information, and inventory up to date
- Maintain data tracking records for demographic information, referrals made and services received
- Maintain individual child files to be incorporated into the Child Files as appropriate
- Complete end of the month report
- Document in-kind for all volunteers and donations for your classroom including Initial and Final home visits

**Family Engagement**

- Work with parent to establish Child Education Plan (CEP) and implement the goals in lesson plans
- Establish a partnership with parents and communicate with them on a regular basis
- Create and distribute weekly classroom newsletter
- Facilitate Initial Home Visit, Final Home Visit, CEP conferences and parent/teacher conferences
- Train and incorporate parent and community volunteers into the classroom activities
- Provide appropriate referrals to meet family needs and maintain documentation of follow-up
- Promote and attend program activities and events to enhance family engagement
- Provide support for the Family Partnership Agreement and Strength and Opportunities surveys



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<b>General Responsibilities</b>	
<ul style="list-style-type: none"> <li>- Establish positive teamwork relationships with Teacher to define roles and responsibilities within the classroom</li> <li>- Work as a team with Family Engagement Professional and Teacher Assistant to ensure consistent communication between the families and the classroom</li> <li>- Attend weekly mini-team staffings to create a service plan that covers all Head Start components</li> <li>- Attend full team staffings and special staffings as appropriate</li> <li>- Attend and participate in community and recruitment events</li> <li>- Participate in monthly component meetings and HS committees</li> <li>- May be responsible for medication administration</li> <li>- Perform other job related tasks as required and assigned</li> </ul>	
<b>EDUCATION &amp; EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>- A minimum of an Associate's degree in Early Childhood Education; or an Associate's degree in a related field and course work equivalent to a major relating to Early Childhood Education, with experience teaching preschool aged children is required</li> <li>- Preference for a Bachelors or be working toward a Bachelors in Early Childhood Education</li> <li>- Previous experience in working with children between the ages of 3-5 years in a preschool or child-care setting is preferred</li> <li>- Experience/knowledge of or willing to get training for working with pre-natal to 3 year olds</li> <li>- Ability to speak Spanish is a plus but not required</li> </ul>	
<b>KNOWLEDGE &amp; SKILLS</b>	
<ul style="list-style-type: none"> <li>- Ability to communicate the principles, philosophy and practices of Head Start and advocate for the program</li> <li>- Knowledge of child development and health, disabilities, safety, nutrition, multiculturalism, adult education and family dynamics</li> <li>- Ability to use a computer to collect, record, retrieve data and prepare reports</li> <li>- Ability to organize and prioritize daily work load and schedules</li> <li>- Experience in human services setting including working with low-income children and families of diverse background</li> <li>- Principles and practice of case management and crisis intervention programs</li> <li>- Recommend and implement goals, objectives, and practices for providing effective and efficient services</li> <li>- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals</li> <li>- Possess an understanding of Head Start Performance Standards, Head Start Act, local, state and federal rules and regulations.</li> <li>- Has knowledge of effective relationship-building practices, and understands families are vital to children's development and learning.</li> <li>- Uses different program data sources to inform and work with parents and expectant families.</li> <li>- Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, or class) in order to become self-aware and more effective in working with different groups of people.</li> <li>- Understands the value of reflective supervision for personal and professional growth. Effectively utilizes supervisory feedback, educational opportunities, and technical assistance resources to improve individual skills and knowledge.</li> <li>- Understands the proper steps to ensure family and child safety, when safety is threatened.</li> <li>- Has an extensive knowledge of community resources for families (e.g. health, mental health, nutrition, education) and understands how to match community and program resources to family interests and needs.</li> <li>- Can communicate with families and educate parents, staff and community about the importance of health, mental health, and child development services for children's ongoing learning and development.</li> </ul>	



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**PHYSICAL AND ENVIRONMENTAL REQUIREMENTS**

- Must possess stamina remain seated for extended periods.
- Must occasionally lift and/or move up to 50 pounds.
- Ability to stand, walk, climb or balance, stoop, kneel, crouch, or crawl.
- Must be able to occasionally tolerate exposure to outside weather conditions.
- Must be able to tolerate diverse environmental workspaces.
- Must comprehend and interpret written reports of a technical nature.
- Must operate a computer, telephone, keyboard and other office equipment.
- Must be able and willing to drive in a variety of weather conditions.
- Must be able to adapt quickly to changing demands, stressful situations, and multiple priorities.

**OTHER REQUIREMENTS**

- 9 or 10-month staff may be required to work additional hours, days, weeks or months beyond the end of their regularly scheduled months of work if there is valid program need as documented in CALC policies and procedures, grant requirements, or local, state or federal laws, policies or procedures. This work will be paid as regular wages.
- Mandatory overtime may be required based on valid program need as documented in CALC policies and procedures, grant requirements, or local, state or federal laws, policies or procedures. Overtime wages will be paid in compliance with applicable law.
- Responsible for a safe, healthy learning environment by following all health, safety, and sanitation rules.
- Responsible for ensuring that children are supervised and ratios are followed at all times.
- Maintains a positive attitude when working with children and their families, keeping the focus on safety and a comfortable learning environment.
- Professional demeanor, attendance/punctuality, appearance and hygiene.
- Ability to negotiate effectively and utilize conflict resolution skills
- Must possess strong intrapersonal, verbal and written skills, and customer service skills.
- Occasional evening and weekend work hours; ability to travel to include extended days and overnight stays.
- Must be able to pass State of WY Division of Criminal Investigation and Department of Family Services Central Registry background checks.
- Must complete/pass First Aid and CPR course annually.
- Must design and progress in a professional development plan.
- Must complete TB test prior to hire and Physical within 90 days of hire, and complete each annually thereafter.
- Must abide by signed Confidentiality and Ethics Statements.
- Must assure that program goals are met.
- Must perform duties with minimal supervision.
- Must comply with CALC Personnel Policies, Head Start Program Performance Standards, the Head Start Act, local, State, and Federal rules and regulations.
- Must participate in meetings and trainings (including mandatory training periods).
- Must maintain a valid driver's license and be insurable by CALC insurance provider.

**Governing Board Approval**

APPROVED BY  Date 10/19/17

**Policy Council Approval**

APPROVED BY  Date 11-1-17

Department of Health and Human Services  
Washington, D.C. 20201

Attention: Director, Office of the Inspector General

Dear Sir/Madam:

I am writing to you regarding the audit of the Department of Health and Human Services' (HHS) financial management systems. The audit was conducted from August 1994 to February 1995. The audit found that HHS's financial management systems are not in compliance with the requirements of the Federal Financial Management Act (FFMA) and the Office of Management and Budget (OMB) Circular A-115. The audit identified several areas of non-compliance, including:

- Failure to maintain accurate records of financial transactions.
- Failure to properly classify and code financial transactions.
- Failure to properly record and report financial transactions.
- Failure to properly maintain and report financial statements.

REQUIRED RESPONSES

In response to the audit findings, you are required to provide a written response to the audit report within 90 days of the date of the audit report. The response should include:

- A description of the actions you have taken or plan to take to address the findings.
- A timeline for the completion of the actions.
- Information on how you will monitor and report on the progress of the actions.

The response should be submitted to the Director, Office of the Inspector General, at the address listed above. If you have any questions regarding the audit findings or the required response, please contact the Director's office at (202) 455-4800.

10/19/95

*John J. Goss*

John J. Goss, Director

*James J. ...*

James J. ...