

High School Special Education Teacher: Lapwai School District is seeking a student-centered, collaborative educator to serve as a High School Special Education Teacher. This position supports students with a broad range of disabilities and educational needs and includes responsibility for the district's 18–21 transition program.

Minimum Qualifications:

- Current, valid Idaho Standard Instructional Certificate with an Exceptional Child Education 6–12 or K–12 endorsement, or a current Idaho Standard Instructional Certificate with a secondary-level or K–12 endorsement in another content area and eligibility to obtain an Exceptional Child Education 6–12 or K–12 endorsement through an approved Idaho Alternative Authorization
- Commitment to completing all coursework, assessments, mentoring, professional development, and other requirements necessary to obtain the Exceptional Child Education endorsement within the state-approved authorization period, when applicable
- Ability to provide specially designed instruction to students across Idaho special education eligibility categories
- Ability to develop, implement, and monitor legally compliant Individualized Education Programs
- Ability to work collaboratively with students, families, general education teachers, paraprofessionals, related service providers, administrators, community partners, and outside agencies

Employment is contingent upon verification of certification eligibility and, when applicable, approval of the appropriate alternative authorization through the Idaho Department of Education.

Primary Responsibilities:

- Provide specially designed instruction to high school students with a broad range of disabilities, including students with autism, learning disabilities, health impairments, emotional and behavioral needs, communication needs, intellectual disabilities, multiple disabilities, and significant support needs
- Manage an assigned special education caseload, including IEP development, progress monitoring, data collection, documentation, annual reviews, reevaluations, and transition planning
- Design and deliver individualized academic, behavioral, functional, communication, and transition instruction based on each student's identified needs
- Provide alternate curriculum in the resource room setting for students with the most significant cognitive disabilities
- Oversee and strengthen the district's 18–21 transition program
- Provide instruction in functional academics, employment readiness, independent living, self-advocacy, communication, community participation, and postsecondary planning
- Complete age-appropriate transition assessments and develop measurable postsecondary goals and coordinated transition services
- Collaborate with adult service agencies, community partners, families, and employers to support successful transitions from school to adult life
- Support students who use augmentative and alternative communication systems in collaboration with speech-language pathologists and other related service providers
- Implement communication systems consistently across academic, vocational, functional, and community settings

- Collaborate with general education teachers to support student access, participation, accommodations, modifications, and progress within the secondary school setting
- Provide evidence-based reading and writing instruction and intervention based on student needs
- Supervise, train, and support paraprofessionals assigned to students and programs
- Participate in school improvement, professional learning, data review, and accreditation activities
- Maintain accurate and timely special education records and comply with district, state, and federal requirements

Preferred Qualifications:

- Experience teaching or supporting students at the middle school, high school, or 18–21 transition level
- Experience working with students across a broad range of disability-related needs
- Experience supporting students with autism
- Experience teaching students with significant cognitive, communication, behavioral, functional, or adaptive needs
- Experience with augmentative and alternative communication systems, including both low-tech and high-tech AAC
- Experience with alternate curriculum, alternate academic achievement standards, or alternate assessment
- Experience with transition services, employment preparation, community-based instruction, functional academics, or independent living instruction
- Experience developing and implementing IEPs, including measurable transition goals
- Experience with reading and writing assessment, intervention, and progress monitoring
- Experience collaborating with general education teachers and related service providers
- Experience supervising and supporting paraprofessionals
- Commercial Driver's License or willingness to meet district requirements related to transportation for approved transition and community-based learning activities