

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

9/89 <small>Effective Date</small>	<u>TEACHER, COMMUNITY TRANSITION FOR STUDENTS WITH MODERATE/SEVERE DISABILITIES</u> <small>Job Title</small>	1.6.17A <small>Index</small>
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1. Primary Function: Manages the total instructional program for eligible handicapped students assigned to the classroom/community setting.
2. Responsible to: Coordinator of Special Education, Secondary.
3. Assigned Responsibilities:
 - 3.01 Assess all assigned students utilizing the Special Education Curriculum Checklist and other instruments, as appropriate to individual student needs. Assessments are referenced to functional skills and activities.
 - 3.02 Utilize a parent interview or home/community environmental inventory to determine educational needs of high priority.
 - 3.03 Implement an Individual Transition Plan for each student which stresses application of skills and needs across all domains of adult life.
 - 3.04 Develop and implement an appropriate Individualized Educational Program for each assigned student with prime consideration for the student's living, vocational, communication, and leisure options.
 - 3.05 Develop and utilize specific behavioral objectives which pinpoint desired student outcomes.
 - 3.06 Utilize instructional methods and materials which are appropriate for each stated objective.
 - 3.07 Utilize methods for program writing and data collection relating to each behavioral objective which assures that proper instructional decisions will be made.
 - 3.08 Implement tasks, and materials in settings used to teach, maintain, and generalize skills to match those of age-appropriate current and future environments.
 - 3.09 Assure that students are served in the least restrictive environment during their day by carefully monitoring progress in various community settings to assure that skills are generalizing across environments and people.
 - 3.10 Maintain cooperative relationship with appropriate agencies to assure compliance with regulations and efficient communication of information.
 - 3.11 Maintain consistent communication with district special education staff to assure updated knowledge of guidelines and program direction and to assure continuity of the district-wide program.
 - 3.12 Maintain a consistent communication system with parents/families.
 - 3.13 Follow district guidelines for community safety procedures for each student.
 - 3.14 Attend to self-care needs of students, including lifting and toileting.
4. Minimum Qualifications:
 - 4.01 Certification:
 - 4.01.01 Preference will be given to applicants with a Severely Handicapped Learner Endorsement.

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4.02 Demonstrated ability to:

- 4.02.01 Communicate effectively with parents, volunteers, other staff members, and other agency professionals.
 - 4.02.02 Individualize instructional and related services for all students in the program with moderate and severe disabilities.
 - 4.02.03 Generate student progress data to make effective instructional decisions.
- 4.03 Training and experience in community-based instruction with adolescents with disabilities.

5. Minimum Term of Employment: Teacher Contract.

6. Salary Level: Placement on Teacher Salary Schedule.

7. Evaluations: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: _____ Date _____
(supervisor)

Received by: _____ Date _____
(staff member)