

## **TEACHER, SEVERELY MULTIPLY DISABLED PROGRAM**

### **General Purpose:**

A Teacher, Severely Multiply Disabled Program is responsible to the County Superintendent and works under the direct supervision of the designated special education manager. The Teacher, Severely Multiply Disabled Program teaches individuals with severe handicaps, providing a program and instruction to promote cognitive; academic; communication and language; behavioral and social; and physical development.

**Essential Functions and Responsibilities** include the following. Other duties may be assigned as required:

- Acts as case manager for students enrolled in his/her case load which includes but is not limited to: prepares future Individualized Education Plan (IEP) forms utilizing web based IEP system; receives and distributes reports for service provider unable to attend IEP; notifies administrator and/or staff regarding student information or assessment plans; co- chairs each IEP following a prescribed format; completes web based IEP paperwork within prescribed time period; and ensures delivery of a copy of the signed IEP to administrator.
- Plans and records monthly work schedule in electronic calendar (Outlook) at least 30 days in advance and records any changes as they occur to ensure accurate IEP scheduling.
- Diagnoses and programs instruction for individual learners.
- Instructs students individually and in groups.
- Plans, administers, and interprets student evaluations.
- Prepares written reports as required.
- Develops and maintains positive working relationships with parents, guardians, and significant others.
- Meets with parents on a regular basis to review student progress and works on individual education-related and functional needs.
- Works closely with other members of the program staff to develop and maintain curriculum and standards.
- Participates in transition plans for students moving to other environments.
- Participates in professional growth activities such as conferences, classes, staff meetings and visitations.
- Provides training, direction and supervision for assigned ancillary staff.
- Requisitions materials and supplies in a timely manner.
- Provides instruction and services as indicated on individual educational plans for assigned pupils.
- Establishes and maintains a classroom environment which takes into account modifications required to meet individual needs.
- Maintains attendance accounting, submitting this and other required reports in a timely manner.
- Instructs students and significant adults in the use of technological aids appropriate to the student's disability.
- Provides personal physical care and/or medical procedures to students following appropriate training.
- Works closely with outside agencies (Children's Protective Services (CPS), Alta California Regional Center, California Children's Services, etc.).

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- Complies with the rules and regulations set forth in the California Education Code; Title V; Procedures and Policies of the Placer County Office of Education; and policies of the local district(s) as assigned.
- Provides instruction and services as indicated on IEP's for assigned pupils.

### **Minimum Qualifications:**

#### **Employment Eligibility:**

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

#### **Education:**

- Required level of education in order to obtain the appropriate authorization from the California Commission on Teacher Credentialing (CTC) for the position.

#### **Experience:**

- Professional training and paid or volunteer experience working with individuals with disabilities.

### **Knowledge, Skills and Abilities:**

- Knowledge of subject area and current instructional methodologies and techniques associated with the severely multiply disabled child.
- Ability to be emotionally and physically able to manage assaultive behavior.
- Ability to lift, move and properly position students in wheelchairs, standers, and other devices.
- Ability to teach students of a wide variety of levels and age ranges.
- Ability to work effectively with parents, community and education colleagues in and outside the program.
- Ability to function as a positive, contributing member of an educational team.

### **Required Testing:**

- None

### **Certificates & Licenses:**

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess an appropriate California teaching credential authorizing specialized services to students who are severely disabled.

### **Clearances:**

- Criminal Justice Fingerprint Clearance
- TB Clearance

### **Work Environment:**

- Work is performed in an office or school environment, and involves continuous contact with staff, and representatives of other agencies.

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### Physical Requirements:

- Physical demands: frequent lifting with the ability to lift 40 pounds; sufficient strength to lift non-ambulatory students, and lift and move adaptive equipment; carrying, pushing and/or pulling.
- Frequent stooping, kneeling, crouching, and reaching.
- Manual dexterity to operate a telephone and enter data into a compute
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings.
- Facility to drive an automobile.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

**FLSA Status:** Exempt

**Employee Group:** Certificated

**Salary Grade:** Placement based upon education and experience

Reviewed and Approved:

Supervisor: \_\_\_\_\_

Date: 9-25-09

Human Resources: C. J. Garcia

Date: 9/25/09