

**RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
Oakland, New Jersey 07436**

JOB DESCRIPTION

**Title:** Structured Learning Experience/Community Based Instruction Teacher

**Organizational Relationships:** Evaluated by Supervisor of special education, principal and other appropriately certificated administrators/supervisors as designated by the superintendent.

**Primary Function:** Assume responsibility for instruction of assigned students in accordance with district, school, and program goals. Objectives and standards as approved by the Board of Education

**Major Responsibilities:**

1. Meet and instruct transition, community education, and special education classes.
2. Develop written curricula and materials that promote the development of community education, transitional experiences, and school-to-work school acquisition for the Transition Program.
3. Develop and implement curriculum materials that promote independent living skills such as travel training and utilization of community resources, and self-advocacy / decision making skills.
4. Develop and implement lesson plans, establish evaluation criteria, and maintain student assessments and progress for all participating pupils. Incorporate this data collection as part of student progress reporting.
5. Participate in job coaching for students with disabilities.
6. Accompany and assure the health and safety of students during community based job sampling experiences, other related work experiences, and community consumer skills training activities.
7. Prepare travel requests and maintain a record of transportation schedules for all community based training experiences.
8. Provide in-service and ongoing information and support for substitute teachers, nurses and instructional aides, assisting in the supervision of students in community based experiences, job sampling, etc.
9. Update administration of new initiatives including transition and career components of appropriate general and special classes and curriculum.
10. Provide regular training and individual consultation to staff on transition issues and school-to-work goals and objectives as mandated by federal and state code.
11. Ensure progress reports are provided as per the student's IEP.
12. Provide job development and community employment services for students by assisting students to obtain appropriate job placements, meet with potential employers and students to facilitate hiring.

**Parent Interactions:**

1. Assure that parents are active participants in the transition team and meet with parents in the process of individual student job development.

2. Provide support and information to parents on transition by offering regular parent training and individual consultation regarding the full range of adult programs available.
3. Assist CST teams in collaboratively developing goals and objectives with parental and student input.
4. Access information regarding transitional/adult services that is updated annually and shared with parents.
5. Ensure that parents and students have up-to-date information on regulations pertaining to employment of individuals with disabilities.

#### **Agency Interactions:**

1. Develop and coordinate all transition and school-to-work programs to guarantee effective school/adult services linkages.
2. Establish ongoing working relationships with adult services providers to assure a collaborative approach to transition initiatives.
3. Determine appropriate agencies (city, state, and community organizations) that can provide support for students and their families (DVR, DDD, DMH, etc.).
4. Develop ongoing working relationships with state and city agencies and create linkages between agencies and schools, such as, SSA, DVR, and DDD.
5. Develop working plans that outline process and procedures to facilitate transition.
6. Provide training and technical assistance to agencies on Ramapo Indian Hills programs.
7. Assure that appropriate agency representation is available for consultation when developing transition plans.
8. Provide information to state and agencies on support needs of students and their families.
9. Coordinate follow-up on graduates to ascertain the success of post-school placement and to reassess school programs, policies, and procedures.
10. Cooperate with other staff members in planning instructional goals, objectives, methods, and standards.
11. Attend and participate in department, faculty, and other personnel in-service meetings.
12. Perform other duties which may be within the scope of his/her employment and certificate(s) as may be assigned by administrators/ supervisors under the authority of the Board of Education.

Illustration of Key Duties: (See Criteria for Evaluation of Classroom Teacher)

#### **Qualifications:**

1. Holds or is eligible for New Jersey certificate for Teacher of the Handicapped or Teacher of Students with Disabilities.
2. Structured Learning Experience (SLE) Endorsement.
3. Evidence of experience in secondary special education, vocational training, and job placement of the disabled.
4. Ability to develop written materials, related to effective community education and transitional services for dissemination to staff, resident district, parent/guardian and community resource personnel.
5. Commercial Drivers License preferred (CDL) Class B with Passenger and School endorsements (P&S). Current DOT physical.

6. Such additions to the above qualifications as the Board may find appropriate and acceptable.

Term of Employment: Ten-month year, in accordance with contractual arrangements as approved by the Board of Education.

Evaluation: According to State Statutes, *N.J.A.C. Title 6*, Board Policy and Procedures.

References: Article VIII, section IV, Paragraph 1, New Jersey Constitution, *N.J.S.A. 18A: 11-1 27-4*, *N.J.A.C. 6:3-1.21*.

Approved: May 24, 2010