



THE METROPOLITAN SCHOOL DISTRICT OF

WARREN TOWNSHIP

JOB TITLE: LIFE Skills Teacher (Special Education)
FLSA CLASSIFICATION: Exempt (Professional), salaried employee
WORK DAYS: 184 days (does not include holidays)
STANDARD HOURS PER DAY: 7 hours per day

WORK YEAR: The work year for the Teacher is set annually in a school calendar adopted by the Board of Education. Teachers work in schools that operate on one calendar; blended school year calendar.

SALARY SCHEDULE & BENEFITS: The Teacher is paid on the “Teachers” salary schedule, and is eligible for benefits on the “Teachers” benefits schedule.

REPORTS TO: The Teacher reports to the Principal.

SUPERVISES: The Teacher supervises the instructional assistants who may be assigned to the Teacher’s classroom for that given period of time.

SUMMARY: The LIFE Skills Teacher is responsible for planning, implementing, and evaluating individualized educational programs for students with severe and profound disabilities, including intellectual disabilities, multiple disabilities, autism, and significant medical or physical needs. This teacher will provide specialized instruction, communication, life skills, functional academics, and behavior support in a structured and nurturing environment that maximizes each student’s potential.

ESSENTIAL FUNCTIONS:

1. Instructional and Student Support:

- Develop and implement Individualized Education Programs (IEPs) aligned with student strengths, needs, and Indiana Academic Standards. Deliver instruction in communication, personal care, mobility, life skills, vocational skills, and functional academics.
- Utilize evidence-based practices, including structured teaching, assistive technology, and alternative/augmentative communication (AAC).
- Collect and analyze data to inform instruction and monitor progress.
- Collaborate with related service providers (e.g., OT, PT, Speech, Nursing) to support student goals.
- Teach skills related to daily living, mobility, and independent functioning.
- Provide accommodations students need to participate in their instruction. Provide training and support to students and staff on these accommodations and supports.

2. Behavioral and Social Emotional Support

- Develop and implement Positive Behavior Intervention Plans (BIPs) as appropriate.
- Apply principles of trauma-informed care, behavior management, and de-escalation techniques.
- Maintain a calm, supportive classroom environment that promotes student engagement and independence.

3. Team Collaboration:

- Work collaboratively with instructional assistants, therapists, general education staff, and families.
- Provide training, direction, and supervision to classroom instructional assistants.
- Participate actively in case conferences and multidisciplinary team meetings.

4. Progress Monitoring and Evaluation:

- Monitor and assess students' progress towards IEP goals and objectives.
- Provide ongoing feedback and recommendations for adjustments to instructional strategies and accommodations.

5. Family Engagement and Support:

- Communicate regularly with families to share student progress, strategies, and support needs.

- Collaborate with families to reinforce skills and strategies for promoting independence at home and in the community.

6. Core Professionalism:

- Responsible for timely and accurate information be maintained as part of your role.
- Maintain accurate records of student attendance progress and services delivered.
- Ensure compliance with IDEA, Article 7, Section 504, and other relevant federal/state laws.
- Maintains proficiency in current technology, supported by the District.
- Ensures confidentiality.

NON-ESSENTIAL FUNCTIONS:

1. Performs other duties as assigned by the Assistant Superintendent of OEL and/or Assistant Director of Exceptional Learners.

ENTRY LEVEL REQUIREMENTS:

1. **EDUCATION/TRAINING:** Bachelor's or Master's degree in Special Education with a specialization in Blind Low Vision Education or related field.
2. **CERTIFICATIONS &/OR LICENSES:** Valid teaching license with in exceptional needs - intensive interventions or eligibility for emergency permit.
3. **EXPERIENCE:** Satisfactory completion of student teaching and all coursework required by the college/university and required by the Division of Professional Standards (Indiana Department of Education) for an Indiana Teacher's License. Other preferred qualifications are:
 - a. Experience working with students with severe and profound disabilities.
 - b. Proficiency in adapting curriculum and instruction to meet diverse learner needs.
 - c. Strong understanding of IEP development, data collection, and progress monitoring.
 - d. CPI (Crisis Prevention Intervention) certification or willingness to obtain.
 - e. Experience with feeding protocols, personal care routines, and medical support.
 - f. Knowledge of AAC systems and assistive technology tools.
 - g. Strong communication, collaboration, and problem-solving skills.
4. **OTHER:** Ability to perform the essential functions and to fulfill the physical/sensory/ environmental requirements of the job (with or without reasonable accommodations) is required.

PHYSICAL REQUIREMENTS: The duties and responsibilities of the BLV Teacher primarily involve talking to, listening to, and interacting with students. Physical movement throughout the school building and classroom to assist students with mobility and orientation training in the school and community.

This job typically involves some combination of walking, standing and sitting, and may involve some lifting, carrying, pushing and/or pulling of objects and materials of moderate weight (20-50 pounds). However, this job does not require heavy lifting or other physical abilities often associated with manual labor.

This job also requires the ability to travel between school sites and student homes as needed.

Proficient use of technology is important in order to effectively provide instruction and communicate with families in order to effectively accomplish job responsibilities.

SENSORY REQUIREMENTS: The ability to communicate verbally in person/virtually, is very important. The ability to present instructional lessons and to explain ideas in ways that are readily and fully understood by students is very important. Monitoring student behavior may require visual and/or auditory perception and discrimination.

ENVIRONMENTAL FACTORS: Tasks are regularly performed without significant exposure to adverse environmental conditions, such as dirt, dust, pollen, odors, wetness, humidity, rain, fumes, temperature and noise extremes, machinery, vibrations, electric currents, traffic hazards, animals/wildlife, toxic/poisonous agents, violence, disease, or pathogenic substances.

EVALUATION:

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

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____

The Metropolitan School District of Warren Township does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including transgender status, sexual orientation and gender identity), disability, age, military status, ancestry, or genetic information which are classes protected by Federal and/or State law (collectively, "Protected Classes") occurring in the Corporation's employment opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's employment opportunities, programs and activities, affecting the Corporation environment.

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