

**LOUISIANA SCHOOL FOR THE VISUALLY IMPAIRED/DEAF
POST OFFICE BOX 3074 - 2888 BRIGHTSIDE DRIVE
BATON ROUGE, LOUISIANA 70821**

**JOB VACANCY
POSTED: 01/21/2010**

JOB TITLE Student Development Specialist	AGENCY LSD
CITY: Baton Rouge	PARISH East Baton Rouge
AGENCY TRACKING #: LSVI/LSD2010-06	MINIMUM HOURLY: \$ Depends on Qualifications
TYPE OF VACANCY: Regular Unclassified	
DEADLINE: 01/28/2010	
HOW TO APPLY: Preference may be given in applicants with Braille and/or signing skills. Applications for this position will be accepted online by clicking the "apply link" located on the Civil Service web site under Job Seekers at www.civilservice.la.gov . For more information you can contact the Human Resource Department of the LA School for the Visually Impaired/LA School for the Deaf located at: 2888 Brightside Lane Baton Rouge, LA 70821 email address for this position is: sgross@lalsd.org and please reference the job title in the subject box of the email.	
MINIMUM QUALIFICATION REQUIREMENTS: A Bachelor's degree in psychology, education, social services or related field plus one year of experience in a dormitory program or in the field of education working with the deaf. Or an Associate of Arts degree in psychology, education, social services or related field plus three years of experience in a dormitory program or in the field of education working with the deaf. Must possess or be eligible for Council of Educational Administrators of Schools/Programs for the Deaf (CEASD) Class B, Dormitory Counselor certification. Must possess Crisis Prevention Intervention (CPI) certification, or secure such certification within the first 6 months of employment. Must possess human relations, planning, organizing and coordinating skills to perform related office functions, such as meeting the public, communicating with professional and administrative staff, other school personnel, parents, members of the deaf community and others in a school setting. Must possess excellent verbal skills (oral and signed), writing and computer skills. Must possess expressive and receptive sign language skills; possess or acquire Advanced level Sign Communication Proficiency Interview (SCPI) rating at time of hire. The minimum acceptable SCPI level for effective job performance is Advanced.	
NECESSARY SPECIAL REQUIREMENTS: POTENTIAL EMPLOYEES MUST PASS DRUG SCREENING AND CRIMINAL BACKGROUND CHECK.	
GENERAL INFORMATION	
The Immigration Reform and Control Act of 1986 requires all employees hired after November 6, 1986, to provide proof of identity (i.e. driver's license) and eligibility to work in the United States (i.e. original social security card or birth certificate). In compliance with the Child Protection Act of 1987, all employees hired after September 30, 1987, must clear a criminal history check. In compliance with Executive Order 98-38 and R.S. 49:1001 et seq., prospective employees must clear a drug screen test to be considered for employment.	
The Louisiana School for the Visually Impaired/Deaf does not discriminate on the basis of age, sex, race, handicap, religion, veteran's status, or national origin in its employment practices and access to its programs.	

Duties & Responsibilities:

Employee must be able to perform these assigned duties without significant risk of substantial harm to his/her own safety/security and the safety/security of others.
<u>STUDENT TRAINING</u>
<ul style="list-style-type: none"> A. Develops and provides life skills training for students residing on campus; guides students in making choices, and accepting responsibility for their own behavior. B. Implements learning activities for students individually or in groups. C. Facilitates appropriate student behavior at all times. D. Conducts student observations, gathers data, and develops goals and objectives on students' independent living skills. E. Provides guidance to residential advisors in implementing life skills training. F. Administers student discipline as assigned or in the absence of the Residential Team Leader. G. Maintains appropriate and accurate documentation. H. Participates in disciplinary staffing sessions as appropriate. I. Works with other school staff as required providing input on the progress, behavior, and achievement of individual students, J. Maintains confidentiality of information in accord with legal requirements. K. Exhibits understanding of handicapped children and their needs, especially the hearing impaired children served by the school.

- L. Maintains an appropriate student-adult relationship.
- M. Respects the individual worth and dignity of each student.

PROGRAM DEVELOPMENT

- A. Works with the After School Program staff, School Counselors, teachers, and parents in developing age appropriate educational and life skills programs for residential students.
- B. Identifies students' strengths and weaknesses and develops goals for each child.
- C. Implements behavior programs that allow students to earn privileges and learn responsibility.
- D. Develops Independent Living Skills Program (ILSP) activities, establishes goals, and reports results.
- E. Develops individual behavior plans, in conjunction with the School Counselor, for students requiring a more structured environment and/or close supervision.
- F. Exhibits knowledge of special education rules and regulations associated with implementation of state and federal laws.
- G. Applies knowledge and skills of supervision to programs and personnel.
- H. Demonstrates awareness of specialists, agencies, and organizations that serve handicapped children, especially hearing impaired children and their families.

COMMUNICATION/REPORTING/RECORD KEEPING

- A. Develops individual student portfolios to track training needs and accomplishments.
- B. Maintains data on each student's participation in training sessions and follows up.
- C. Sends status reports home to parents on student's progress on Independent Living Skills and Behavior Level System. Meets with parents as requested to discuss student's progress.
- D. Maintains accurate documents on student achievement and progress.
- E. Assists Residential Team Leader in reporting students' progress as it relates to program indicators for legislative monitoring
- F. Demonstrates appropriate and effective interpersonal skills.
- G. Demonstrates appropriate and effective office management.
- H. Demonstrates ability in planning, organizing, and implementing.
- I. Uses time effectively.
- J. Exercises good judgment in decision making.
- K. Maintains complete and accurate records.

OTHER DUTIES

- A. Implements school system policies and school philosophy and program.
- B. Displays dependability and punctuality in attendance.
- C. Exhibits professional ethics.
- D. Exhibits initiative.
- E. Demonstrates knowledge and skill in area of responsibility.
- F. Exhibits willingness to accept and use suggestions for improvement.
- G. Develop and implement a Professional Growth Plan in conjunction with the supervisor.
- H. Completes a Self Evaluation.
- I. Recognizes and follows established communication channels.
- J. Maintains a positive relationship with parents, the general public, including the deaf community, professional associations, local and state agencies.
- K. Participates in school-sponsored activities.
- L. Demonstrates effective expressive and receptive sign language skills.
- M. Performs other duties as assigned.

Physical Activity Level Some work is performed in physically comfortable position with little or light physical effort, and some work requires moderate effort. Lifting thirty to forty pounds may be required and brief periods of heavy muscular exertion may be required. Interpreting/ and transliterating require extended use of the upper body muscles and fine motor movements of the hands. Physical requirements are subject to reasonable accommodation in accordance with ADA standards.