

PLEASE POST

**TEACHER**  
**SEVERELY COGNITIVELY IMPAIRED (SCI) OR AUTISTIC SPECTRUM DISORDER (ASD)**

**Date Posted:** April 16, 2021  
**Closing Date:** April 30, 2021 or Until Filled  
**Anticipated Start Date:** August 23, 2021  
**Department:** Special Education

**Summary:** Plans, organizes and executes daily instructional activities for students who are classified as severely cognitively and/or autistic impaired. Must be able to integrate objectives of the ancillary service staff with classroom and program structure. Assessment of students, student guidance, parent conferencing and other related duties as assigned. Responsible for planning instruction and/or adoption of the education program to enable students to benefit from educational experiences.

**Essential Duties and Responsibilities:** *An employee in this position may be called upon to do any or all of the following: (Does not include all tasks employee may be expected to perform.)*

1. Implements instructional activities defined by existing performance objectives.
2. Plans and develops student activities in coordination with teacher assistants.
3. Maintains effective relationships with ancillary staff and parents.
4. Maintains all records pertaining to instructional activities.
5. Provides a basic core program for severely cognitively and/or autistic impaired students.
6. Counsels individuals and groups of severely cognitively and/or autistic impaired students with educational, occupational and personal problems.
7. Coordinates and supervises work experience and on-campus job-training programs involving the severely cognitively and/or autistic impaired.
8. Plans curriculum, lessons, and Special Education programs and teaching methods.
9. Evaluates student's progress based on papers submitted, test scores and observations made in and out of the classroom.
10. Maintains physical environment of the classroom.
11. Maintains contact with parents of students.
12. Works with staff to coordinate goals and objectives.
13. Assists the severely cognitively and/or autistic impaired students in making a realistic assessment of their abilities and establishing educational and occupational goals in keeping with these abilities.
14. Assists in screening, evaluating and recommending placements of applicants in the schools severely cognitively and/or autistic impaired program.
15. Evaluates student's progress based on work output and observation, determines goals, objectives and directions.
16. Prepares report cards, educational records, IEP forms, classroom observation records, and other forms.

17. Regular and predictable in-person attendance is required for this position.
18. Perform other duties as assigned.

**Supervisory Responsibilities:** Supervises students and teacher assistants.

**Qualification Requirements:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Education, Certifications, and Experience:** Required Bachelor's degree in a field of study related to special education. Valid Michigan Teaching Certificate with the required endorsement of either cognitive impairment or autistic impairment. Must meet highly qualified guidelines.

**Language Skills:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, correspondence, and procedure manuals. Skilled in the effective presentation of information and response to questions from students, parents, teachers, and business and industry representatives.

**Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**Other Skills and Abilities:** Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

**Reasoning Ability:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

**Physical Demands:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit, stand, walk, talk and hear. Employee regularly performs duties using a personal computer, and a variety of files, forms and documents and must be able to use hands, fingers, and arms in a manner that allows the individual to type, use a computer mouse, and hold individual sheets of paper and sort materials. The employee is occasionally required to stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus. The employee may occasionally lift up to 25 pounds, such as: student equipment and wheelchairs.

**Work Environment:** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually moderate to loud. Work is usually performed indoors.

The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students. The employee is exposed to infections at a greater risk than the average person.

**Pre-employment Screening:** Applicants who receive a conditional offer of employment for a position with JCISD will be required to successfully complete a background check, a pre-employment physical to determine ability to perform the desired position (with or without reasonable accommodations) and a drug test.

**Employment Date, Salary, and Fringe Benefits:** Anticipated employment date is August 23, 2021. Placement on the Special Education Certified Salary Schedule will depend on qualifications and experience. New employee starting salary range is \$48,300 - \$75,733. Paid health, dental, vision, life and long-term disability insurances, sick and personal business days.

**Contact:** Interested parties should go to our website, [www.jcisd.org](http://www.jcisd.org) to complete an online application.

### **APPLICATIONS ACCEPTED UNTIL APRIL 30, 2021 OR UNTIL FILLED**

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

The Board of Education does not discriminate on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

The Superintendent shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The Compliance Officer(s) shall also verify that proper notice on nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act is provided to staff members and the general public.