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JOB POSTING FOR 2024-2025 SCHOOL YEAR

TITLE: Special Education Learning Resource Room Teacher	FLSA: Exempt
REPORTS TO: Principals and Special Education Director	POSTED: July 24, 2024
SALARY: Commensurate with SJEA Contract	NUMBER OF DAYS: School Year Position starting with the 2024-2025 School Year
LOCATION: Riley Elementary and St. Johns Middle Schools	

POSITION SUMMARY

Under direction of the school principal and special education director, plans and provides for appropriate learning experiences for students. Provides an atmosphere and an environment conducive to the intellectual, physical, social and emotional development of individuals to ensure success for every student. Supervises students in a variety of school related settings. Monitors and evaluates student outcomes. Communicates and interacts with students, parents, staff and community. Develops, selects and modifies instructional plans and materials to meet the needs of all students. Maintains appropriate records and follows required procedures and practices. Monitors appropriate use and care of equipment, materials and facilities.

DUTIES AND RESPONSIBILITIES

These duties and responsibilities are judged to be “essential functions” in terms of the Americans With Disabilities Act (ADA). The statements below are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person.

- Provide and utilize instructional plans, strategies, methods, materials, and techniques that best meet the needs of individual students.
- On a regular and consistent basis, meets and instructs assigned students in the locations and at the times designated in order to provide direct and indirect instructional supports to students in a positive environment.
- Teaches socially acceptable behavior, as determined by a student's individualized education program by employing techniques designated through positive behavior interventions and support programs.
- Modified and/or accommodates the general education curriculum for students with disabilities based on a variety of instructional techniques and technologies.
- Provide the leadership and direction of student support personnel working with students.

- Create staff and student schedules according to the IEPs on a trimester basis.
- Be responsible for the maintenance, disciplinary, and instructional activities in the classroom and other school settings.
- Make appropriate referrals, attend IEPs of incoming students as well as develop/write IEPs for students on caseload.
- Make provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms including parent-teacher conferences.
- Appraises his/her own effectiveness and demonstrates successful application of skills and information acquired to increase effectiveness. Strives to maintain and improve professional competence including attendance at required workshops and in-services.
- Develop Behavioral Intervention Plans based upon Functional Behavior Assessments.
- Participates in school management and shares responsibility for the total school program.
- Attends staff meetings and serves on staff committees as required. Performs related work as required.
- Takes all necessary and safety precautions to protect students, equipment, materials and facilities.
- Maintains accurate and complete records as required by law, SJPS policy and administrative regulation.
- Complete Medicaid billing and other required reporting.
- Assist teachers with the collection of data, analysis of data results and supports the sharing of findings with all staff.
- Assists the administration in implementing all policies and rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Establishes relationships with colleagues, students, parents and community, which reflect recognition of and respect for every individual.

RECOMMENDED EMPLOYMENT QUALIFICATIONS

EDUCATION:

- Bachelor's degree in applicable field of education from an accredited college or university

CERTIFICATES, LICENSES REGISTRATIONS:

- Michigan Teaching Certificate with Learning Disabilities (SM) endorsement - *preferred*
- Must have Special Education Endorsement or be able to obtain temporary approval as a Special Education Teacher

EXPERIENCE:

- Experience teaching students with special needs
- Experience working with elementary age students - *preferred*
- Experience in Positive Behavior Supports - *preferred*
- Experience with trauma informed schools - *preferred*
- Experience and/or knowledge of practices/training from Crisis Prevention Institute (CPI) - *CPI certification preferred and will be required*

OTHER KNOWLEDGE, SKILLS AND ABILITIES:

To perform this job successfully, an individual must be able to learn and/or perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and/or ability strongly

preferred. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- In-depth understanding of students with special needs, especially behavioral challenges.
- Ability to explain a student's disability, the impact on learning, and to serve as a resource person for other teachers working with the students on caseload.
- Ability and willingness to provide behavioral modifications when needed and assist staff with such.
- Knowledge of SJPS curriculum, techniques for integrating curriculum, SJPS policies, and effective instructional practices.
- Understanding of the teaching/learning process.
- Ability to provide instruction that reflects multiple perspectives and multicultural education.
- Ability to infuse technology into curriculum, preferably having experience/knowledge of electronic IEPs and Google formatted documents.
- Ability to work effectively with administrators, colleagues, central office and school-based staff, students, parents and community.
- Excellent oral and written communication and human relations skills.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) 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.

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 and talk or hear. The employee frequently is required to walk and stand and move quickly. Ability to move around the classroom including stooping, bending, standing for extended periods and moving heavy objects. Crisis intervention may require participating in physical restraints. Specific vision abilities required by this job include close vision, color vision, and depth perception. While performing the duties of the job the employee may be required to leave the building.

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 usually varies. Work is performed indoors and outdoors during the school year.

If interested in this position, please apply through [Fast Track](#).
A completed online application is required for all applicants.
This position will be posted until July 31, 2024, or until filled.

It is the policy of St. Johns Public Schools that no discriminatory practices based on sex (including sexual orientation and gender identity), race, religion, color, age, national origin, disability, height, weight, marital status, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance.