

FLINT COMMUNITY SCHOOLS  
AN EQUAL OPPORTUNITY EMPLOYER

**Posting Dates: August 21, 2008 Until filled**

**TITLE: Special Education, Physically Otherwise Health Impairment Teacher**

**An online application, which can be accessed from our website ([www.flintschools.org](http://www.flintschools.org)), is required for all positions. In addition, for all administrative, professional, technical and executive secretarial level positions, applicants must submit a signed letter of application, up-to-date resume', copy of transcripts, and three signed professional letters of recommendation. These documents must be scanned and uploaded through the online application process. The letters cannot be older than 18 months.**

**Current employees should follow bidding or transfer procedures as set forth within their master contracts, if applicable.**

**QUALIFICATIONS:**

**Education:** Shall hold a State of Michigan teaching certificate with K-12 certification (must have endorsement in POHI).

**Skills:**

- (a) A minimum of 12 semester or equivalent hours of special skills and techniques for working with students with physical impairment and students with other health impairment, including the following:
  - (i) Medical aspects of temporary and permanent physical disabilities of a wide variety
  - (ii) Impact of neurological impairments and cognitive impairments on learning.
  - (iii) Equipment and techniques of physical management of students with physical impairment and students with other health impairment.
  - (iv) Methods and materials for training, observation, and assessment of students with physical impairment and students with other health impairment, including techniques for nonvocal communication.
  
- (b) A minimum of 10 semester or equivalent hours in development of competence in all of the following areas:
  - (i) Ability to work as a member of a multidisciplinary evaluation team which includes medical and paramedical personnel and to supervise paraprofessional personnel.
  - (ii) Ability to develop and implement instructional plan for students, including those confined to home or a hospital.
  - (iii) Ability to explain the condition of the student and the condition's impact on learning and to serve as a resource person for students with physical impairment and students with other health impairment within general and special education classes.
  - (iv) Ability to counsel students regarding all of the following:
    - (A) Human sexuality
    - (B) Home, family, and community living
    - (C) Career selection
    - (D) The use of local, state, and national resources

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Skills, continued:

- (v) Ability to develop, implement, and reinforce special instruction in all of the following life skill areas:
  - (A) Self-help skills
  - (B) Recreation and leisure time activities
  - (C) Community transportation and mobility
  - (D) Use of personal aids
- (vi) Ability to understand the role and function of related service personnel and to work in conjunction with them in the development and implementation of special students with other health impairment.
- (vii) Ability to observe and assess students with physical impairment and students with other health impairment through the use of formal and informal tools and techniques.
- (viii) Ability to work intensively and extensively with parents of students, both as a home instructor for infants and their parents and as a liaison between the educational agencies and the home.
  - Provides instructional services to students assigned to the caseload.
  - Attends Multi-disciplinary Evaluation Team (MET) and Individualized Education Planning Team (IEPT) meetings when requested.
  - Adapts teaching support materials.
  - Maintains appropriate records.
  - Develops student progress reports.
  - Willing to attend professional development to keep abreast of best current practices as it relates to providing a Free Appropriate Public Education to students in need of special education programs and services.

Other Requirements:

Newly hired employees must satisfactorily pass: 1) physical examination by a medical doctor; 2) police clearance; 3) reference check, including digital fingerprinting; and 4) 5-panel drug test. Must comply with Student Safety Initiative Legislation, as amended.

To perform this job successfully an individual must be able to perform each essential function satisfactorily. The essential functions listed 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.

**REPORTS TO:** Building Principal

**TERMS OF EMPLOYMENT:** Teacher Basic Salary Schedule

**ESSENTIAL FUNCTIONS:**

Knowledge of disabilities and their educational implications.

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**ESSENTIAL FUNCTIONS Continued:**

Understanding of curriculum design and instructional strategies.

Ability to complete and maintain necessary records.

Evaluate students' progress and prepare reports that detail progress.

Test and evaluate student's cognitive abilities

Plan, organize, and provide instruction to students individually, in small groups and in resource room environment.

Recommend changes in student's school and class environments, consistent with their needs and capabilities to provide greater access to the general education curriculum.

Demonstrates ability to work with other teachers and with parents of students on their caseload.

Shall have knowledge of theories of learning and child development appropriate for the various disabilities.

Abilities basic to all special education preparation as follows:

Ability to observe, analyze, and describe the instructional strategies being applied in an educational situation.

Ability to function as a team member of a team in designing appropriate educational programs for students with disabilities.

Ability to understand basic behavioral management concepts and demonstrate ability to develop, implement, and incorporate appropriate behavioral management techniques.

Ability to supervise and work with teacher aides, volunteers, and paraprofessionals.

Understanding of the child study/team planning process.

Understand the roles and organizational structures of general and special education and the part they play in providing total service for the student.

Ability to adapt to general and special curriculum and instructional strategies to meet individual learning styles.

Ability to serve in a consultative capacity with individuals and groups, including teachers, parents, and students.

The information contained in this job description is not an exhaustive list of the duties performed for this position. Additional duties and responsibilities may be assigned.

**PHYSICAL DEMANDS FOR POSITION:**

Light Work (See U.S. Department of Labor Guidelines)

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**EVALUATION:**

Performance of this position will be evaluated annually in accordance with provisions of the Master Teacher Contract between the Board of Education of the City of Flint, Michigan and the United Teachers of Flint, Inc.

chf-hr/la revised (08/26/08)

**Statement of Assurance of Compliance with Federal Laws**

It is the policy of the Flint Community Schools not to discriminate on the basis of color, national origin, age, gender, height, weight, disability, religion, or marital status in any of its programs, activities, or employment. Inquiries should be addressed to the:

Executive Director of Human Resources/Legal Affairs • 923 E. Kearsley St.,  
Flint, Michigan 48503-1974 • (810) 760-1124.

**Translation services are available upon request, please call 760-6770**

**خدمات ترجمة متوفرة تحت الطلب, الرجاء أن تتصلوا على رقم الهاتف 760 - 6770**

**Ponemos a sus órdenes el servicio de traducción. Las personas interesadas, favor de llamarnos al 760-6770**

**設有翻譯服務, 祇要提出要求, 請電760-6770.**