

PLEASE POST

TEACHER - VISUALLY IMPAIRED (VI)

Date Posted: November 25, 2020
Closing Date: December 9, 2020 or Until Filled
Anticipated Start Date: As Soon As Possible
Department: Special Education

Summary: Provides direct and indirect service to students receiving special education. Plans, organizes, and executes with paraprofessional(s), daily instructional activities for students who are classified as visually impaired. Schedules and chairs all IEPCs for students on assigned caseload and in assigned special education classrooms. Serves as liaison and consultant to local school districts.

Essential Duties and Responsibilities: Other duties may be assigned.

1. Participates in diagnostic activities for re-evaluation of students on caseload.
2. Participates in the diagnostic process for children suspected of being visually impaired. Activities may include:
 - a. Assists parents with obtaining a medical exam from an ophthalmologist (or equivalent).
 - b. Observes student's adaptive behavior in school, home and community.
 - c. Documents for the IEPT the student's visual acuity and/or peripheral vision.
3. Chairs or participates in IEPCs on students with disabilities.
4. Provides direct service to students with disabilities as designated by the IEPT. Activities may include:
 - a. Use high and low technology resources to support students learning, such as large print books, tapes, Braille, abacus, talking calculator, Otacon.
 - b. Tutor student in academic areas as needed to ensure success in regular classroom.
 - c. Train student in sensory and tactile learning, auditory development, and visual development.
 - d. Assist student in developing independence in school and home.
5. Provides consultation to school personnel regarding:
 - a. Optimal seating for visually impaired student in the classroom.
 - b. Large print books, tapes, tests, and other equipment.
 - c. Educational needs of students, such as: assignments, modified curriculum, mobility in the classroom.
 - d. Social needs that are unique to visually impaired students.
6. Provides consultation to parents of students with disabilities regarding:
 - a. Schedules of visual examinations by physicians.
 - b. Purchases of low vision aide; sources of assistance.
 - c. On-going checks on care and fit of low-vision aids.

- d. Sources of outside assistance: Vocational Rehabilitation, MSB summer programs, camps, parent organizations, Lions Club.
- e. Makes home visits to report student progress and to assist in home training activities.
7. Works closely with Orientation and Mobility specialist in designing instructional goals and objectives for each student.
8. Prepares written report of student progress at close of every year.
9. Chair annual review meetings on students with disabilities. Design new objectives, plan schedule with input from school personnel and parents.

Supervisory Responsibilities: Supervises students.

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 and/or Experience: Required Bachelor's degree in education or a field of study related to special education. Valid Michigan Teaching Certificate with required full approval in the area of Visually Impaired. Preference will be given to applicants who are proficient Braille readers and are able to effectively teach students to do so, but consideration will be given to applicants who are not yet proficient and commit to train to becoming proficient within the first year of employment.

Certificates, Licenses, Registration: Valid Michigan teaching certificate. Full approval as a teacher in one or more areas of Special Education, including endorsement to teach students with visual impairments in the State of Michigan. Valid Michigan driver's license and good driving record.

Language Skills: Ability to effectively read, write and present information and respond to questions from groups of managers, clients, customers and the general public.

Mathematical Skills: Ability to work with and apply mathematical concepts, such as probability and statistical inference, fractions, percentages, ratios and proportions.

Reasoning Ability: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to analyze and interpret general business periodicals, professional journals, technical procedures or governmental regulations.

- **Other Skills and Abilities:** Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written or oral communication. Knowledgeable in the area of developmental patterns, programming and instructional strategies for the Learning Disabled. 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. Broad knowledge of occupations and prerequisite skills needed for job entry. Ability to use basic computing platforms, such as Word, PowerPoint, Excel, Internet, and Google. Ability to be responsible for the safety and well-being of students

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, employee is regularly required to sit, walk, talk and hear, and sometimes stand. Employee regularly performs duties using a personal computer and other occupation-

related equipment, and to work with a variety of files, forms and documents, requiring the use of hands, finger and arms in a manner that allows the employee to type, use a computer mouse, and hold individual sheets of paper and sort materials. The employee is occasionally required to bend, stoop, kneel or crouch. Specific vision abilities included close vision, distance vision, peripheral vision and the ability to adjust focus. Employee will be required to drive personal vehicle between work locations.

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 ranges from quiet to loud, and is typically moderate. Work is usually performed indoors, but may require travel between buildings in all types of weather.

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.

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 24, 2020. Placement on the Special Education Salary Schedule depends on qualifications and experience. New employee starting salary range is \$48,060 - \$75,356. 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 to complete an online application.

APPLICATIONS ACCEPTED UNTIL DECEMBER 9, 2020 OR UNTIL FILLED

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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. Designated compliance officers are: Human Resource Director, Kratz Education Center; Principal, Jackson Area Career Center; Principal, Torrant Center & Kit Young Center.