



## WAVERLY COMMUNITY SCHOOLS Position Announcement

<b>Job Title:</b>	Special Ed Resource Room Teacher 2025-26		
<b>Location:</b>	Colt ECEC or Winans	<b>Start Date:</b>	August 2025
<b>Salary Range/ Level:</b>	\$45,456- \$86,442 - As per the salary schedule contained in the WEA Master Agreement	<b>Terms of Employment</b>	School Year
<b>Date Posted:</b>	March 5, 2025	<b>Application Deadline:</b>	April 20, 2025 @ 4 pm
<b>Application Process:</b>	<p>A COMPLETED ONLINE APPLICATION IS <b><u>REQUIRED</u></b>. (See application instructions at <a href="#">Spec Ed Resource Room Teacher Colt 2025-26 School year</a>)</p> <p>Resume and cover letter may be:</p> <ul style="list-style-type: none"> <li>• Attached within the online application (preferred)</li> <li>• Faxed: (517) 321-8577</li> <li>• Mailed: Waverly Community Schools, 515 Snow Rd., Lansing, MI 48917</li> </ul>		

### Job Description

#### JOB SUMMARY

Responsible for planning instruction and/or adaptation of the education program to enable student to benefit from educational experiences. Reports to building principal primarily for school and student related matters. Reports to Director of Special Services for general direction regarding students and/or programs.

#### ESSENTIAL JOB FUNCTIONS

***Essential functions under the Americans with Disabilities Act may include any of the following duties, knowledge, and skills. This list is illustrative only and is not a comprehensive listing of all functions and duties performed by employees in this position. Regular on time and in person attendance is an essential function of this job. Other essential functions may include, but are not limited to the following:***

- Instructs individuals and groups in special education skill areas
- Plans curriculum, lessons, and special education programs and teaching methods
- Monitors student's progress in and outside special education room
- Maintains physical environment of the classroom
- Evaluates student progress based on work output and observation, determines goals, objectives and directions

- Prepares report cards, educational records, IEP forms, classroom observation records, and other forms
- Participates as a member of Multidisciplinary Evaluation Team (MET)
- Chairs and/or participates as a member of Individualized Education Plan Team (IEPT)
- Assists with development/implementation of Functional Behavioral Assessment and Plan
- Promotes communication and collaboration with staff on behalf of the students on caseload
- Completes all paperwork as required
- Assists/or develops a 30 Day Placement
- Promotes communication and collaboration with parents of students on caseload
- Participates in all assigned In-Service training and staff meetings
- Other duties as assigned.

**JOB FUNCTIONS:**

- Develop Individualized Education Program(s) for students based on evaluation data and research based practices
- Support student learning in the least restrictive environment
- Differentiate instruction to ensure student's progress per the district's Academic Plan
- Document student progress on goals and objectives, accommodations, service time, and discipline/suspensions
- Monitor and document provision of educational services for students on caseload with 10 or more days of suspension
- Collaborate with all service providers, general education teachers and other staff to assist in providing support and documentation for the implementation and review of existing evaluation data (REED) process
- Provide support to general education classroom teachers
- Develop implement and evaluate the effectiveness of behavior support plans
- Participate in special education/building/district meetings as directed by the special education supervisor
- Log and maintain monthly reporting requirements
- Maintain an electronic log to document students' goals and objectives, accommodations, and other IEP related services
- Participate and support implementation of interventions in the Response to Intervention (RtI) and Student Success Team process as appropriate per building principal and/or special education supervisor
- Participate in implementation of positive behavior support initiative (PBIS) building initiatives
- Integrate technology use in the classroom

**Parent and Community Engagement**

- Make and maintain regular, positive contact with parents via phone calls, email and/or home visits including communicating student progress
- Establish and maintain effective written and oral communication and rapport with students, parents and colleagues

- Participate in parent meetings, including IEP's and Parent/Teacher Conferences
- Contribute to the development of a positive attitude between the school and the wider community through cooperative relations, publications, competitions, etc.

### **Other Duties**

- Display physical, social, mental and emotional soundness in order to execute the duties of job
- Serve as a role model for all students and within school community.
- Interact with co-workers, administration, students, parents and the community in positive, supportive and cooperative ways
- Encourage the team spirit and contribute as a team member in the decision making processes of the school as facilitated by the building administrator
- Attend staff meetings and serve on committees as required.
- Contribute to extra-curricular activities and school programs, including recess duty as requested
- Maintain and promote school district goals and objectives
- Comply with state, federal and District policies, procedures, rules, and the union contract
- Regular and on-time attendance is required
- Other duties as assigned
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### **QUALIFICATIONS**

#### **REQUIRED QUALIFICATIONS:**

- Bachelor's degree in education
- Current appropriate Michigan special education teaching certification with endorsement in ASD or CI preferred

#### **ADDITIONAL QUALIFICATIONS:**

- Demonstrated understanding of current research as to how children learn and the ability to motivate student to perform at their best
- Demonstrated competency in the administration and interpretation of academic testing and development of behavior support plans
- Demonstrated ability to work in an economically, culturally, and racially diverse environment
- Demonstrated ability to communicate effectively in the English language, both orally and in writing
- Demonstrated ability to differentiate instruction, by using a variety of styles, and inspire mixed culture and ability classes by creating challenging and engaging learning opportunities for all students
- Demonstrated ability to participate as a member of the team
- Demonstrated ability to manage a diverse and demanding workload

**Knowledge, Skills and Abilities:**

Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to demonstrate the character traits of respect, responsibility, honesty, and caring when interacting with staff, students, and community members.

**ADA REQUIREMENTS**

The physical demands, work environment factors, and mental functions described herein 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.

**PHYSICAL DEMANDS**

While performing the duties of this job, the employee is required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk, hear (in a quiet or noisy environment). Specific vision abilities required by this job include close vision, distance vision and ability to adjust/focus.

**WORK ENVIRONMENT**

The noise level in the work environment is usually loud to moderate. Work is performed indoors although there will be required outdoor activities. The employee is directly responsible for the safety, well-being and work output of students.

**MENTAL FUNCTIONS**

While performing the duties of this job, the employee is required to compare, analyze, communicate both orally and in writing, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile, and negotiate.

**Notice of Non-discrimination**

***Non-Discrimination***

***The Waverly Community Schools will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability, veteran, or military status.***

***Americans with Disabilities Act accommodations: Assistance with the application process may be requested through the Human Resources Department at [\(517\) 319-3031](tel:5173193031) or [msavage@waverlyk12.net](mailto:msavage@waverlyk12.net).***