



Teacher for Students with Intellectual Disabilities

Purpose Statement

The role of the Teacher for Students with Intellectual Disabilities is to provide direct instruction to students while maintaining an environment conducive to learning. This position requires adherence to individualized education plans (IEPs) and behavior intervention plans (BIPs) to support the unique needs of each student.

Supervisory Relationship

Reports to: Principal/Supervisor

Essential Functions

- **IEP and BIP Implementation:** Provide instruction according to each student's Individual Education Plan (IEP) and Behavior Intervention Plan (BIP).
- **Skill Demonstration:** Model and demonstrate skills and strategies for staff to implement IEP and BIP instruction.
- **Life Skills Instruction:** Use instructional strategies to teach functional life skills.
- **Behavior Management:** Create and implement classroom or individual disciplinary and behavior reinforcement plans.
- **Self-Care Programs:** Plan and implement self-care programs, providing direct assistance with tasks such as toileting, positioning, lifting, and feeding.
- **Lesson Planning:** Create lesson plans and activities tailored to each student's needs.
- **Paraprofessional Oversight:** Oversee and schedule paraprofessionals and personal assistants.
- **Committee Participation:** Participate in building, grade level, and subject area committees.
- **Professional Development:** Engage in professional development activities.
- **Record Maintenance:** Maintain accurate and compliant student records, including IEPs, attendance, grades, and discipline.
- **IEP Compliance:** Ensure IEP compliance, including Notification of Meetings, Timeline Waivers, Parental Safeguards, and timely completion of IEPs.
- **Reporting and Communication:** Complete and submit IEPs, forms, and reports on time, and communicate regularly with parents about student progress and concerns.
- **Team Participation:** Participate as a member of IEP, 504, or other student assistance teams as needed.
- **Health Plan Implementation:** Implement IEPs and individual health plans as written.
- **Abuse Reporting:** Report suspected abuse, neglect, discrimination, and harassment following Board policy.
- **Substitute Preparation:** Prepare lesson plans for use by a substitute teacher.
- **Adhere to School Policies:** Follow school policies and procedures.
- **Attendance:** This position requires prompt and consistent attendance.
- **Perform Other Duties:** Perform additional duties as assigned to support the effective operation of the work unit.

Job Requirements: Minimum Qualifications

Skills

- Read, analyze, and interpret professional journals, Board policy, administrative procedures, and regulations.
- Write reports, complete forms, and engage in written correspondence.
- Present information effectively and respond to questions.
- Write clear and complete lesson plans.

Knowledge

- Mathematical concepts such as probability and statistical inference.
- Apply fractions, percentages, ratios, and proportions to practical situations.
- Current educational theory and instructional techniques.

Abilities

- Solve various problems in different situations.
- Interpret instructions in written, oral, diagram, or schedule form.
- Identify student needs and adapt instructional methods accordingly.
- Establish and maintain effective relationships with students, peers, and parents.
- Perform multiple tasks simultaneously.
- Perform basic computer functions and use district software.
- Utilize instructional technology such as smart boards and projectors.

Responsibility

Work under limited supervision using standardized practices and methods. Manage a department and monitor budget expenditures. Utilize resources from other work units. Impact the organization's services.

Work Environment

Speak and hear in an environment with multiple conversations and activities. Move around the classroom and read materials. Lift students from a wheelchair or changing table. Respond appropriately to verbal and physical behaviors. Perform occasional lifting, carrying, pushing, and pulling. Engage in some stooping, kneeling, crouching, and crawling. Significant fine finger dexterity. Generally performed in a clean and hazard-free environment.

Experience

Job-related experience with increasing levels of responsibility

Education

Bachelor's degree in a job-related area

Certificates and Licenses

Teaching Credential & Special Education Credential

Continuing Education/Training

Maintains required certificates and licenses

Clearances

Criminal justice fingerprint/background clearance

FLSA Status

Exempt

Salary Grade

Teacher Salary Schedule

The Bismarck Public School District does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, disability, age, or other status protected by law in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. BPS administrative policy AAC (Nondiscrimination and Anti-Harassment) and regulations AAC-AR1 (Discrimination and Harassment Grievance Procedure) and AAC-AR2 (Title IX Sexual Harassment Grievance Procedure) may be reviewed online at <https://www.bismarckschools.org/school-board/district-administrative-policies>. The following person has been designated to handle inquiries regarding the non-discrimination policies and grievance procedures: Stacey Geiger, Human Resource Director/Title IX Coordinator/Section 504 Coordinator 128 Soo Line Drive, Bismarck, ND 58501 Telephone number: (701) 323-4070.