

TEACHER: ALTERNATIVE TO SUSPENSION**DEFINITION**

Under the direction of Superintendent's Designee, identify and provide instruction, coordination, and monitoring to general education and special education students as assigned for disciplinary purposes; coordinate with schools to obtain assignments, return assignments, and report progress; provide behavioral and mentoring guidance; assist in other school programs as assigned; and create a flexible program and environment favorable to learning and personal growth in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Implement individualized intervention plans with specific strategies to address the needs of targeted students and their families; mentor and support students' development of the academic and social skills, practices and attitudes necessary to be successful in college and the workplace, emphasizing an increasing proficiency in 21st -Century leadership skills; develop a strong sense of community in the classroom, and personalize each student's learning experience; and plan for widely differentiated student needs and academic levels.

- Work and collaborate effectively with teachers and other school-based personnel to obtain assignments; contact and communicate directly with parents/guardians on a regular basis to ensure parent awareness of and involvement in their student's status.
- Identify student needs and assist and cooperate with school and District personnel in assessing student needs; develop alternative solutions to individual educational planning and adapt curriculum offerings to meet individual educational needs; adapt materials and methods to develop relevant sequential assignments that guide and challenge students.
- Establish and maintain appropriate standards of student behavior, utilizing a variety of behavior management strategies and techniques, including behavior modification, reinforcement and other positive behavior shaping processes, as needed; provide an orderly, productive classroom environment; may schedule students for detention and Saturday School; may supervise detention and may assist with campus supervision; cooperate in school-wide supervision of students during out-of-classroom activities, including student activities; may share in the sponsorship of student activities.
- Evaluate each student's daily progress; keep appropriate records; may prepare, administer, score, and record the results of a variety of criterion-referenced and standardized tests in evaluating student progress. Establish and maintain timely and effective communication with parents and school counselors on the individual student's progress.
- Create an effective environment for learning within the physical resources provided by the District; may insure a comfortable room environment through control of heating, lighting, and ventilation to the extent possible; provide reasonable safety precautions to protect students, equipment, materials and the school facility; create an effective social and behavioral climate to encourage student learning.
- Select and requisition appropriate books and instructional supplies; maintain required inventory records; perform attendance accounting and business services as required.
- May plan and coordinate the work of outside vendors, counselors, District staff, other paraprofessionals and/or volunteers.

- Maintain professional competence through participation in in-service education activities provided by the district and/or in self-selected professional growth activities; participate in faculty and/or district meetings and committees; participate cooperatively with the appropriate administrator to develop goals by which she/he will be evaluated in conformance with State and District guidelines.
- Maintain District standards including sharing in the responsibility of the school programs; fulfilling responsibilities and duties in a timely and efficient manner; accepting supervision and direction; promoting a professional image; maintaining confidentiality in professional relationships; adhering to all federal and state regulations, Education code, District policies and District curriculum and content standards.

QUALIFICATIONS GUIDE

Knowledge of:

Basic subject matter of the secondary level; principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of secondary students; child growth and development and behavior characteristics of the 7 through 12 grade child; educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational programming; behavior management strategies, techniques and methods, and conflict resolution procedures; socio-economic and cultural background differences of the general school population. Knowledge of special education and 504 policies and procedures.

Ability to:

Plan, organize, develop and conduct a comprehensive intervention program for at-risk students; provide effective learning experiences for students from a wide range of socio-economic and cultural backgrounds and with varying mental, social, and emotional levels; assess the educational needs of students, and design, develop, and implement sound individualized educational plans; provide stimulating learning environment; utilize technology to enhance classroom lessons and as a means for various types of communication and record keeping.

EDUCATION/EXPERIENCE

Valid California Single Subject or Multiple Subject Credential and/or valid Special Education Credential (desired) and/or Pupil Personnel Services Credential. Possession of a Valid California Driver's License, if required.

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 stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job in a typical classroom setting. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.