

Richland Parish School Board
Job Description

TITLE: Alternative Learning General or Special Education Teacher

MINIMUM QUALIFICATIONS: United States citizen or authorized alien with the physical and mental stamina and ability to perform performance and professional responsibilities.

QUALIFICATIONS: College degree, Louisiana Teaching Certificate in the field of instruction pursuant to BESE *Bulletin 746*.

REPORTS TO: Supervisor of Special Education

JOB GOAL: To facilitate alternative learning for students in Kindergarten through 8th grade placed in the Alternative Learning Settings.

TERMS OF EMPLOYMENT: 9-Month, 37.5 hours per week

EVALUATION: Educator Evaluation annually pursuant to BESE *Bulletin 130*

COMPENSATION: Adopted RPSB Certified Salary Schedule

PERFORMANCE RESPONSIBILITIES:

1. Fulfill all duties traditionally expected of those in the teaching profession.
2. Design, plan and deliver student-centered instruction to all students effectively as measured by the educator evaluation system in accordance with federal and state regulations and the district's Personnel Evaluation Plan.
3. Assume responsibility for growth in student learning in the assigned area of instruction.
 - a. Ensure that student growth is continuous and appropriate for assigned students.
 - b. Develop and meet two yearly student learning targets which positively affect student achievement through job responsibilities.
4. Reinforce instruction for all assigned students in a variety of academic subjects and other learning activities, including implementing personal education plans and behavior plans.
 - a. Plan and prepare in advance for teaching of classes and students assigned. Provide written evidence of preparation which references standards, units, activities, materials, literacy strategies, and formal/informal evaluation of learner outcomes upon request.
 - b. Facilitate all learning for all assigned students.
 - c. Ensure that students assigned to alternative learning setting have work assigned and complete work daily.
 - d. Collaborate with teachers and staff at students' assigned schools to ensure a smooth transition to and from the alternative setting.
 - e. Track attendance and prepare appropriate paperwork to appropriately account for student attendance in alternative learning setting.
 - a. Understand individualized plans for assigned students with behavior, health, and learning needs and ensure accommodations and modifications are in place in the classroom.
 - f. Provide research-based specialized instruction to address the instructional goals and

objectives contained within each student's Individual Education Plan (IEP).

5. Motivate student learning.
 - a. Create goals and/or objectives for students based on their progress.
 - b. Provide individual and small group instruction to support student learning.
 - c. Track the academic progress of students assigned to alternative learning setting; keep regular schools notified of progress of students assigned.
 - d. Provide ongoing feedback on student progress and achievement through formal methods.
 - e. Ensure availability to students and intervene with students as needed.
 - f. Maintain open dialogue with the parent community through the use of multiple forms of communication such as parent conferences, website, online grade book, prompt return of parent phone/email messages, consistent communication with general education teachers, etc.
6. Maintain an environment conducive to student learning and appropriate for the physical, social, and emotional development of students.
 - a. Utilize various behavioral strategies.
 - b. Set and maintain clear and rigorous expectations.
 - i. Meet with parents and students when they enter the alternative learning setting to orient, communicate expectations, and identify appropriate placement within the program;
 - ii. Encourage students to learn from mistakes; and
 - iii. Create opportunities where all students can experience success.
7. Participate, as necessary, in the collaborative sessions conducted by Pupil Appraisal staff along with the Child Welfare and Attendance Officer and others that work directly to establish interventions for helping students better succeed.
8. Collaborate regularly with instructional staff, other school personnel, parents and a variety of community resources (IEP team members) for the purpose of improving the overall quality of student outcomes.
 - a. Serve as primary contact for parents/guardians of assigned special education students.
 - b. Share all student accommodations with applicable alternative learning teachers.
 - c. Collaborate and document regularly with applicable alternative learning teachers and regular classroom teachers regarding instruction and student progress.
9. Provide research-based specialized instruction to address the instructional goals and objectives contained within each student's Individual Education Plan (IEP).
10. Develop compliant Individual Education Plans (IEPs) if applicable and coordinate and ensure the delivery of special education services in each student's IEP.
 - a. Hold IEP meetings within expected timelines. Schedule IEP meetings at times other than scheduled classroom time.
 - b. Ensure IEPs are validated and all errors corrected prior to submission.
 - c. Ensure progress notes are completed each nine weeks and copies sent to parents or guardians
 - d. Maintain complete and accurate service records.
 - e. Maintain organized IEP record keeping system (e.g., filing, student folders).
11. Assist school administration in implementing all policies and rules governing student conduct and effective school operation.
12. Monitor and document student conduct throughout the school building and grounds and enforce all policies and rules governing student conduct.

13. Assist administrators and other staff members in the orderly, expedient and safe transition of students from one location to another.
14. Take all necessary and reasonable precautions to protect students, equipment, books, materials, and facilities.
15. Perform various administrative duties such as responding to emails and phone calls from parents, school administrators, and staff in a timely manner.
16. Maintain a system of organization and documentation that is designed to promote learning for all students, with supplies, equipment, and resources accessible to provide opportunities for students.
17. Maintain effective, efficient, and timely record-keeping procedures, including but not limited to lesson plans, student attendance, student grades, physical inventory management, classroom schedules, student assessment data, students' written work.
18. Supply adequate lesson plans and necessary materials, seating charts, class rosters, and other essential information for substitutes in the event of absence from work.
19. Collaborate with peers to enhance the instructional environment for students by participating in activities which may include, but are not limited to, team teaching, team planning, professional learning community meetings, grade-level meetings, staff development, and various committees.
20. Serve on special committees as required by supervisor and perform related work as required.
21. Attend after-school events as scheduled, including but not limited to in-person faculty meetings once per month, parent/family night events no more than six times per school year, and after-school athletic and special events duty as assigned not to exceed fifteen events per school year and any student graduation ceremonies.
22. Provide and follow consistently the daily schedule provided to the Special Education Coordinator, School Principals, Director of Virtual Learning, and applicable teachers.

PROFESSIONAL RESPONSIBILITIES:

1. Maintain professional personal appearance and demonstrate respect for colleagues.
2. Attend work regularly; report to work on time; and provide advance notice, at minimum 24 hour notice whenever possible, of need for absence.
3. Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
4. Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and equipment.
5. Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
6. Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
7. Keep the direct supervisor informed of the progress being made in the area(s) of responsibility.
8. Report to the Richland Parish School Board as needed or directed.
9. Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by the supervisor.
10. Complete and submit all forms, reports, documentation, and training by required dates and in accordance with district policies and procedures.
11. Remain open to suggestions and innovative ideas; receive and apply feedback.
12. Demonstrate competence in areas of responsibility.
13. Exert every effort to constructively involve stakeholders in all professional settings.
14. Communicate appropriately and work effectively with all populations.
15. Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation,

sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.

16. Follow the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.
17. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed.

While the operation of the Richland Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee Printed Name: _____

Employee Signature: _____

Date Signed: _____