

CENTRAL UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position: Community Day School Teacher

Classification: Certificated

Reports to: Site Administrator

Range: Certificated Salary Schedule

SUMMARY

The Community Day School Program teacher will collaborate with staff from school sites, probation department and community agencies to problem-solve student behavior management and family intervention; negotiate and maintain a behavioral management program balanced with strong academic requirements; operate a self-contained classroom within curriculum frameworks and standards; and work toward the goal of returning the community day school students to regular school programs when appropriate. Must be committed in his/her desire to help students acquire knowledge and develop a positive self-image. A trust concept needs to be established. This will enable the teacher to function as a “facilitator of learning” and to provide guidance and counseling functions as well. The classroom must maintain focus on the basic skill subjects: Math, English, Social Studies, Science, and Physical Education, with an individualized approach to learning. Teachers will teach a 195 day schedule with 2 instituted days at the discretion of the principal.

SPECIFIC RESPONSIBILITIES

Incumbents may perform any combination of the essential functions shown below. The position description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this classification, but it is intended to accurately reflect the principal job elements.

1. Designs and implements an appropriate curriculum and lesson plans for at-risk students focused on academic standards for individualized group instruction.
2. Assess individual students to determine present level of academic performance, as well as social and emotional needs for guidance and counseling.
3. Uses a variety of instructional materials and learning aids, including the use of technology to enhance student learning
4. Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
5. Organizes the classroom to create a safe and optimal learning environment appropriate to the needs of middle school students
6. Evaluates students' academic growth, keeps appropriate records, and prepares progress reports
7. Provide supervision for the welfare and safety of students, performing basic attendance accounting, monitors student attendance, and preparing records and reports as required.
8. Maintain good communication with County Probation staff, social service agencies, staff members, administrators, and parents, sharing teaching techniques and other information regarding alternative education and students' progress and/or needs.
9. Maintains professional competence through contribution and participation in in-service education activities as provided by the site/district and/or self-selected professional growth activities approved by Central Unified.
10. Collaborates with teachers from students' site/district of residence to transition students into and out of the program.
11. Works closely and cooperatively with parents, staff members and other community resource personnel to develop an appropriate program for each student with provisions for quarterly, semester, and annual review.

12. Submit his/her personal goals and objectives as they relate to the Alternative Program Goals and Objectives.
13. Report all illnesses and health and safety problems to the nurse and school site administrator.
14. May direct the work activity of paraprofessional(s) assigned to the program in community day settings with multiple teachers and multiple classrooms.
15. Maintain confidentiality of information obtained through the course of professional service.
16. Adhere to schedules and duties as assigned by the school site/district
17. Schedule individual students in accordance with standards of alternative program procedures.
18. Prepare and provide daily schedule and substitute plan in accordance with individualized program of the alternative school programs.
19. Support parent group(s).
20. Maintain compliance with Central Unified School District Policies and Administrative Regulations.
21. Other duties as assigned by department coordinators, site principal, or the district superintendent.

Knowledge and Abilities:

Knowledge of:

- Non violent Crisis Intervention (NCI)
- Methods and strategies for working with at-risk youth
- Principles, theories, best practices, methods and techniques used in curriculum development and classroom instruction for at-risk youth
- At-risk literature
- Various evaluation and assessment techniques and instruments
- Behavior management and counseling techniques

Ability to:

- Create and maintain a pleasant learning environment.
- Understand special problems of high-risk youth while holding high expectations for their success.
- Monitor and evaluate student progress.
- Maintain records and prepare reports.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Meet schedules and timelines.
- Administer discipline with fairness and consistency.
- Work as part of a team and to collaborate with colleagues.
- Interact with and maintain cooperative relationships with all levels of staff and the public.
- Invite information, constructive criticism and cooperation from others.
- Establish rapport and gain the trust of others.
- Set firm, fair, and consistent behavioral limits for students.
- Employ observation techniques and classroom management techniques required to increase on-task behavior and decrease attention getting and disruptive behavior.

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.

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 speak, stand, talk, walk, see, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) 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.