

Carlynton School District Job Description



Position: 7-12 Alternative Program Teacher
Reports to: Building Principal
FLSA Status: Exempt
Employment: Full Time

Position Summary:

The Secondary Alternative Education Program Teacher provides specialized instruction, behavioral and social-emotional support, and special education case management services (if needed) for students in a secondary alternative education setting. The position is responsible for delivering individualized, evidence-based instruction aligned to district curriculum requirements, Individualized Education Plans (IEPs), Pennsylvania Special Education Regulations, and alternative education program goals.

The teacher implements positive behavioral interventions, restorative practices, and trauma-informed approaches to support student engagement, academic progress, personal responsibility, and successful reintegration into traditional educational settings when appropriate. In addition, the teacher serves as a special education case manager by coordinating IEP development and implementation, monitoring student progress, ensuring compliance with special education requirements, and collaborating with staff, families, and outside agencies to provide appropriate educational services within the least restrictive environment.

Professional Qualifications

- Valid Pennsylvania certification as a **Special Education 7-12 – Instructional Level I or II AND English 7-12 – Instructional Level I or II OR Mathematics 7-12 – Instructional Level I or II**
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Essential Duties and Responsibilities

Instructional Responsibilities

- Plan and deliver standards-aligned instruction in accordance with Pennsylvania Academic Standards, district curriculum, and student IEP goals.
- Provide individualized, small-group, and technology-supported instruction designed to address diverse academic, behavioral, emotional, and learning needs.
- Differentiate instruction and provide curriculum modifications, accommodations, and supplemental supports as outlined in student IEPs.
- Utilize evidence-based instructional strategies to improve student engagement, achievement, attendance, and credit attainment.
- Integrate social-emotional learning, executive functioning skills, conflict resolution, and problem-solving strategies into daily instruction.
- Provide instruction and intervention support in academic, behavioral, organizational, communication, and self-regulation skill areas.
- Utilize educational technology and digital learning platforms to support personalized learning opportunities and credit recovery when applicable.
- Monitor student academic performance and provide timely feedback to students and families.

Special Education and IEP Responsibilities

- Serve as the special education case manager for assigned students receiving special education services.
- Coordinate the development, implementation, revision, and monitoring of Individualized Education Plans (IEPs).
- Schedule and facilitate IEP meetings, reevaluations, manifestation determination meetings, and other required special education meetings.
- Maintain legally compliant special education documentation, progress monitoring records, evaluation data, and educational reports.
- Monitor student progress toward IEP goals and provide regular progress reports to parents and guardians.
- Ensure compliance with federal, state, and district special education regulations, timelines, and procedural requirements.
- Collaborate with related service providers, school psychologists, counselors, administrators, and educational teams to coordinate student programming and services.
- Provide instructional and behavioral recommendations to staff regarding accommodations, modifications, and intervention strategies.

Behavioral and Social-Emotional Support Responsibilities

- Establish and maintain a safe, structured, respectful, and supportive classroom environment.
- Implement positive behavioral interventions and supports (PBIS), restorative practices, and trauma-informed instructional approaches.
- Develop and reinforce classroom expectations, behavioral goals, self-regulation skills, and coping strategies.
- Support students in developing:
 - Emotional regulation and coping skills
 - Positive peer interactions and communication skills
 - Decision-making and conflict resolution skills
 - Organizational and study skills
 - Personal responsibility and accountability
 - School engagement and attendance improvement
 - Self-advocacy and transition readiness skills
- Implement individualized behavior support plans and intervention strategies.
- Utilize approved de-escalation and crisis intervention techniques when necessary in accordance with district procedures and training.

Student Support and Transition Responsibilities

- Participate in multidisciplinary team meetings to address barriers to student success and improve educational outcomes.
- Assist students with academic planning, goal setting, credit recovery, graduation planning, and transition supports.
- Provide age-appropriate pre-career awareness and transition-related instructional activities.
- Coordinate with outside agencies, probation officers, behavioral health providers, and community organizations to support student needs.
- Support student reintegration into traditional educational settings when appropriate.

Collaboration and Communication

- Communicate regularly and effectively with parents and guardians regarding student progress, programming, attendance, behavior, and IEP implementation.
- Collaborate with general education teachers, special education staff, counselors, administrators, paraprofessionals, and related service providers.
- Participate in faculty meetings, professional learning communities, IEP meetings, and district initiatives.
- Maintain effective working relationships with community agencies and external support providers serving students and families.

Professional Responsibilities

- Maintain current knowledge of special education laws, alternative education practices, trauma-informed instruction, restorative practices, behavioral intervention strategies, and adolescent development.
- Participate in professional development activities related to special education compliance, behavioral supports, de-escalation techniques, social-emotional learning, and alternative education programming.
- Maintain accurate student records, attendance, grades, behavioral documentation, and progress reports.
- Maintain confidentiality of student records and information in accordance with FERPA and applicable laws.
- Comply with all district policies, administrative regulations, and state/federal requirements.

Additional Expectations:

- Maintain accurate records of student contacts, referrals, and interventions in compliance with state and federal requirements.
- Engage in professional development to remain current with best practices, policies, and laws related to the roles and responsibilities to this position.
- Uphold confidentiality, ethical practices, and the mission of the Carlynton School District.
- Performs other duties as assigned by the Building Principal.

Position Qualifications

Professional Competencies

- Demonstrated proficiency in computer and technology skills related to data collection, record maintenance, communication, and office operations.
- Ability to manage multiple responsibilities, prioritize tasks effectively, and meet established deadlines.
- Ability to communicate clearly and professionally with administrators, staff, students, parents, substitutes, and community stakeholders.
- Knowledge and effective use of communication methods and technology appropriate to assigned responsibilities.
- Ability to identify concerns, analyze problems, and recommend appropriate solutions.
- Ability to exercise initiative, sound judgment, and decision-making within established administrative guidelines.
- Ability to maintain confidentiality regarding District operations, personnel, and student information.

Interpersonal Skills

- Ability to establish and maintain positive and productive working relationships with students, parents, staff, administration, and community members.
- Ability to listen, respond, and interact with others in a professional, respectful, and courteous manner.
- Ability to work collaboratively as a team member, coordinator, or leader as assigned.
- Demonstrated ability to promote a positive, cooperative, and service-oriented work environment.
- Ability to manage responsibilities and challenges in a fair, consistent, and equitable manner.
- Ability to work effectively in environments with frequent interruptions and changing priorities.

Position Expectations

Professional Responsibilities

- Demonstrates professionalism, dependability, and accountability in all job responsibilities.
- Adheres to District policies, procedures, and established chain of command.
- Responds appropriately to supervision, direction, and feedback.
- Demonstrates initiative and the ability to work independently with minimal supervision.
- Maintains appropriate professional appearance and conduct for the work environment.
- Incorporates innovative and progressive practices when appropriate to support District goals.
- Reports to work on time, maintains regular attendance, and uses work time efficiently and productively.

Organizational Skills

- Organizes work responsibilities and office/classroom operations efficiently to accomplish assigned tasks.
- Effectively plans, prioritizes, and manages multiple assignments, projects, and deadlines.
- Demonstrates flexibility and adaptability in response to changing work demands and priorities.

Technical Skills

- Demonstrates the ability to learn and effectively use new and existing software, hardware, and instructional technologies.
- Maintains working knowledge of standard office equipment and productivity tools.
- Produces written communication that is clear, concise, grammatically correct, and professionally formatted.
- Demonstrates proficiency in Microsoft Office/G-Suite applications and related technology tools, including:
 - Word processing and document formatting
 - Spreadsheet development and basic formulas
 - Presentation software and digital communication tools
 - Desktop publishing and graphic design applications as applicable to the position

Physical Demands

- Ability to traverse throughout school buildings and District facilities as needed.
- Ability to sit or stand for extended periods of time.
- Ability to lift, move, or transport materials and equipment weighing up to 30 pounds.
- Manual dexterity sufficient to operate office equipment and computer technology.
- Ability to perform repetitive hand and finger movements associated with keyboard and computer use.

Work Environment:

- The employee primarily works in an educational environment that includes classrooms, offices, common student areas, and school activity settings.

Driver's License:

- Must have a valid driver's license.

Clearances:

- Every employee must submit an Arrest/Conviction Report and Certification Form as required under Pennsylvania Act 24 of 2011, Act 34 (Criminal Record Check), Act 151 (Child Abuse History Check), FBI (Federal Bureau of Investigation) Criminal History Check, Act 126 (Part I) Recognizing Child Abuse and Mandated Reporter Training, and Act 126 (Part II) Professional Ethics & Educator Discipline Act.
- As per Act 15 of 2015, all clearances must be renewed every five (5) years. Also, as of December 22, 2014, Act 168 of 2014 requires all newly hired employees to provide the District with the Sexual Misconduct/Abuse Disclosure Release Form for all former

employers in which they had direct contact with children and any current employer/s. The District may not hire any applicant for a position until the employment history review process has been completed.

Terms of Employment:

- Work year, schedule, salary and benefits defined as per the Collective Bargaining Agreement between the Carlynton School District and the Carlynton Federation of Teachers.

Evaluation:

- Performance will be evaluated by the Building Principal in accordance with Act 13 and the Carlynton Federation of Teachers Collective Bargaining Agreement evaluation procedures.
- This job description is subject to change as determined by the Superintendent.
- Approved by Administration and provided to the Board of School Directors on ENTER DATE HERE.