



**Job Title:** Alternative School Teacher  
**Reports To:** Eagle Cap Innovative High School Principal  
**FLSA Status:** Exempt

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### **JOB SUMMARY**

The Alternative School Teacher works under the direction of the Eagle Cap Innovative High School Principal and is responsible for the instruction of assigned students within the parameters of the District philosophy, curriculum, policy and procedure. The teacher will provide an effective and appropriate educational program for assigned students and work collaboratively with students, parents, support staff, administrators, agencies and community groups to enhance educational opportunities for students with social, communicative, behavioral and learning challenges. This position involves teaching in a very restrictive environment.

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### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

*Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Provide safe and consistent supervision of students in the alternative education setting.
2. Demonstrate, by performance, the ability to plan properly and deliver effective instruction in an alternative education setting.
3. Establish and apply standards of student achievement which are based on educational research, administrative guidelines, community expectations, and the individual abilities of students.
4. Plan and deliver proper assessments for measuring individual student abilities, aptitudes, achievement, and growth.
5. Develop and provide differentiated instruction which meets individualized student needs and maintains interests.
6. Work collaboratively with school and agency counselors, teachers, administrators, parents and related service providers for students to include lessons that address the student's behavioral needs.
7. Communicate effectively with students regarding their educational progress.
8. Communicate effectively with parents, teachers, administrators, and related service providers as needed.
9. Communicate effectively with parents, classroom teachers and other professionals regarding a child's educational and/or behavioral progress.
10. Keep accurate documentation regarding student attendance, progress, needs, strengths, etc. (i.e. grades, observations, anecdotal records, other related data).
11. Maintain all student records and files in a confidential manner.
12. Seek the assistance of his/her supervisor or others in the building or government agencies when a student's behavior problem is beyond what can be handled reasonably in the alternative education classroom.
13. Attend meetings as required by immediate Supervisor/Superintendent.
14. Serve on various teams & committees on an as needed basis.
15. Submit all reports, forms, records and data as requested by immediate supervisor and/or Superintendent.

16. Demonstrate a high degree of professionalism and ethics, working cooperatively with the Board, the Superintendent, administrators, certificated and non-certificated personnel, parents, and students.
17. Perform other related duties as assigned by the supervisor.

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### **MARGINAL DUTIES AND RESPONSIBILITIES**

*Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Attends in-service trainings, staff meetings, workshops and professional development courses.
2. Serve on school committees and councils.
3. Report issues to authorities as necessary, animal control, suspicious activity, etc.
4. Reports safety, sanitary and fire hazards immediately to supervisor.

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### **SUPERVISORY RESPONSIBILITIES**

This position may supervise volunteers, student aides, and educational assistants. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment at all times.

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### **PREFERRED QUALIFICATIONS**

1. Experience working with at-risk youth in alternative education settings.
2. Experience in a high school as a licensed educator.
3. Experience with Response to Intervention (RTI) and Positive Behavior Interventions Supports (PBIS) models.
4. Ability to create and foster a positive learning environment.
5. The ability to manage difficult behavior problems and model appropriate behavior for a work setting.
6. A core belief that all students can learn.
7. Demonstrated success developing new programs and systems that support student learning.

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### **QUALIFICATIONS**

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.

- **Education, Certificates, Licenses, Registrations:** Must hold an undergraduate degree. Must hold a valid Oregon Teaching License with the appropriate endorsement and authorization for the assignment. Yearly complete the District approved SafeSchools. Licenses and certificates as determined by the District including, a valid Oregon Driver License and ability to obtain a valid CPR/First Aid card.
- **Experience:** Demonstrated ability to successfully work with adolescent students and the public in a school setting. Demonstrated understanding of an alternative school setting and the varied responsibilities placed on individuals in such a setting. Demonstrated ability to manage conflict through quality decision-making and effective problem solving. Demonstrated skills in coaching strategies that improve teaching and learning. Demonstrated willingness and ability to model effective instructional practices for a variety of audiences.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping

emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability and willingness to work collaboratively with colleagues. Demonstrated ability to successfully work with adolescent students and public. Ability to handle intense or controversial situations with levity and humor.

- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to respond to common inquiries or complaints from students, parents, staff or members of the community. Ability to draft simple correspondence and some routine reports. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals.
- **Mathematical Skills:** Ability to provide students with an intuitive understanding of the concepts of math at the established grade-level standards.
- **Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, verbal or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- **Computer Skills:** Proficiency in the usage of database software, internet software, and email. Ability to proficiently use the following programs: MS Word, Excel, Google Mail and Google Docs. Ability to type accurately and proficiently. Ability to effectively use Schoolmaster District Edition Gradebook, Trip Direct and Resolve Desk.
- **Other Skills and Abilities:** Ability to appropriately communicate with students, teachers, parents, members of the community and others including vendors, law enforcement and other agencies. Ability to exercise good judgment and work in an environment with constant interruptions. Maintain a belief that all students can learn.
- **Other Trainings:** Yearly completion of SafeSchools online training required.

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## 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 talk or hear. The employee is frequently required to walk, sit, use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close, distance and peripheral vision, depth perception and 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Position may work schedule not contained within a typical school day.

As an exempt, licensed employee you will occasionally perform work beyond a normal 40-hour work week when workload requires.

The work environment is in a school that combines standard office setting including standard office equipment (fax, copier, phone, computer, etc.) with the standard school setting. The noise level in the

work environment is usually low to moderate but occasionally high depending upon student population and activities. The employee may be exposed to bloodborne pathogens.

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**OTHER**

**Note:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: HR Department

Prepared Date: June 2019

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date