

MAPLE RUN UNIFED SCHOOL DISTRICT
Job Description

Job Title: Alternative Program Manager
Job Group: Educators
Reports To: Principal, Student Support Director

Summary: The program manager will oversee the therapeutic classroom environment for students enrolled at Bellows Free Academy and Northwest Technical and Career Center. This environment will provide students with unique learning opportunities that aid in the development of essential social, emotional, behavioral, and academic skills that will extend beyond high school, the program manager will serve to support student needs and facilitate connections between the alternative program and BFA/NCTC.

Essential Duties and Responsibilities:

1. Work with school and district administration to establish a safe and secure learning environment for students who are struggling to successfully access their education due to chronic disengagement and/or academic, behavioral, social, emotional and/or mental health challenges.
2. Provide support and supervision to program staff in accordance with established guidelines by:
 - a) Delivering ongoing professional development to increase understanding of social and emotional learning, trauma-informed practices, mental health, behavioral intervention, etc.
 - b) Ensuring the integrity of the program and staff by providing onsite leadership, focus and vision in the daily execution of program objectives
 - c) Setting expectations for program service delivery
 - d) Providing appropriate and timely feedback to staff
 - e) Maintaining inventory of all program equipment and materials
 - f) Assist in the development, implementation, and evaluation of the effectiveness of the program.
3. Collaborate and consult with students' educational teams regarding programming (Special Educator, 504 case manager, EST coordinator, guidance counselor, etc.).
4. Receive and review referrals by being an active participant on, and member of, the school's MTSS team.
5. Maintain high visibility and presence while promoting positive and successful outcomes for students.
6. Maintain appropriate, accurate and complete student records and data as required by law, district policy, administrative regulations, and state reporting purposes. Document and manage data collection procedures as it relates to program operations and student success.
7. Provide curriculum approved, proficiency-based learning experiences by:
 - a) Establishing and maintaining standards of student behavior to optimize an effective learning atmosphere
 - b) Monitoring program staff in the implementation of academic and behavioral expectations

- c) Providing individualized instruction and content support in assigned subject matter and designing instruction for students in identified skill areas that are relevant and meaningful
8. Manage and organize program schedule and other administrative duties as assigned.
 9. Actively participates in professional development training, conferences and/or classes.
 10. Maintain effective professional interactions with teachers, students, parents, support staff and other appropriate contacts by
 - a) Modeling appropriate behavior and positive attitude towards work and others
 - b) Communicating school related issues, concerns, successes by means of newsletters, notes, phone calls, conferences, technology, etc.
 - c) Being available to students and parents for education-related purposes outside the instructional day
 - d) Creating an environment that is instructionally appropriate for age/grade of assigned students
 - e) Identifying student needs and developing strategies for individual education plans. May also make appropriate referrals to other resources
 - f) Planning and coordinating the work of employees, parents, and volunteers in the classroom and on field trips.
 11. Evaluates students' academic and personal growth, keeps appropriate records and prepares progress reports.
 12. May perform other responsibilities as assigned.

Supervisory Responsibilities: Supervises classroom employees, students and volunteers. Monitors student behavior through an appropriate classroom management program. Assists administration in establishing and supporting school-based student management philosophy and a positive learning environment.

Qualification Requirements: To perform this job successfully, an individual must be able to demonstrate a high degree of interpersonal and communication skills, attention to detail, and adaptability. Each essential duty must be performed in a satisfactory manner.

Education and/or Experience: Bachelor's degree is required, master's degree preferred. Understanding of and experience with restorative practices, supporting mental health needs of students, trauma-informed care, and behavior intervention preferred.

Certificates, Licenses, Registrations: Valid Vermont Educator License.

General Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations. Ability to write lesson plans, reports, and correspondence. Ability to effectively present information and respond to questions from students, parents, staff and the public. Ability to use a variety of assessments for student work and Vermont Standards. Ability to communicate effectively with students, parents, colleagues, administration and greater school community.

General Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

General Reasoning Ability: Ability to solve practical problems and deal with a variety of situations where limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to apply knowledge of current research and theory specific to assigned instructional academics program; ability to plan and implement lessons based on content and school objectives and the needs and abilities of assigned students. Is knowledgeable with special education regulations in order to participate in Instructional Educational Plans (IEP) teams and to carry out student IEP accommodations and goals. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Ability to perform duties with awareness of all district requirements and Board policies.

Physical Demands The physical demands described here represent 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 frequently required to stand, talk and hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership.

Work Environment: The work environment characteristics described here represent 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.

The noise level in the work environment is moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

Terms of Employment: Per the Master Agreement

Evaluation: Per established performance review cycle

Date: 3/4/22

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.