

Special Meeting
Children's Community Charter School Governing Board
Monday, October 19, 2015 @ 4:30pm
Room 6

6830 Pentz Road
Paradise, California 95969
Telephone: (530) 877-2227
Fax: (530) 872-1396
Website: <http://paradiseccs.org>

MINUTES

- I. OPEN SESSION
 - A. Time: 4:37p.m
- II. ROLL CALL
 - A. Present: Emily Mullins, Brenda Sobon, Karen Crist, Nikki Haun, Beverly Gloyd, Monica Nolan
 - B. Absent: Max Barteau, Linda Hovey, Shauna Howard, Michelle Wysocki
- III. PUBLIC COMMENT – None.
- IV. DISCUSSION/ACTION ITEMS
 - A. ACTION ITEM: Discuss/Approve the creation of the position of lead intervention teacher and approval to immediately advertise and conduct interviews in order to fill the position.
 - i) **MOTION TO APPROVE THE CREATION OF THE POSITION OF LEAD INTERVENTION TEACHER AND APPROVAL TO IMMEDIATELY ADVERTISE AND CONDUCT INTERVIEWS IN ORDER TO FILL THE POSITION:** Beverly Gloyd;
SECOND: Nikki Haun.
(1) Roll Call Vote: Motion carried unanimously.
- I. FUTURE BOARD ITEMS
 - A. December meeting tentatively rescheduled to December 7; attorney available for BOD training—pending response from absent members.
- II. ADJOURNMENT 4:56p.m.

If you have any questions regarding this agenda, or if you need a special accommodation under the Americans with Disabilities Act in order to participate, please contact Karen Crist at least forty-eight (48) hours in advance of the meeting.

Emily Mullins, Site Administrator • Linda Hovey, Chief Business Officer • Brenda Sobon, Teacher's Representative

Karen Crist, Board Chair/Public Relations Coordinator • Shauna Howard, Student Programs Coordinator
Nikki Haun, Parent Volunteer Coordinator • Beverly Gloyd, Treasurer/Fundraising Coordinator • Max Barteau, Secretary
Monica Nolan & Michelle Wysocki, Community Members

Children's Community Charter School K-8 Lead Intervention Teacher

Basic Function:

The function of this position is to provide support to classroom teachers and intervention staff in the implementation of Response to Intervention for ELA and Math. Under direction of administrator, this position facilitates and coordinates the implementation of a school-based classroom intervention program, provides special instruction to individuals and small groups of students with identified needs, and does other related functions as required. This position is directly responsible to the principal.

Representative Duties:

- Provides individual and small group instruction designed to meet individual needs and motivate students in pull out and/or classroom settings.
- Provides appropriate instruction and activities for student to meet school policies, goals, and objectives.
- Provides instruction using various instructional strategies and materials, including technology, to meet the needs of all learners.
- Develops and uses instructional materials suitable for students with a wide range of mental, physical, and emotional maturity.
- Frequently tracks and evaluates academic growth of students and keeps appropriate records.
- Works collaboratively with other teachers and team members to help solve student learning problems.
- Communicates regularly with classroom teachers and parents; addressing special needs as needed.
- With the classroom teacher, holds parent conferences as needed to discuss the individual student's progress and interpret the school program
- Manages the school data systems and distributes information as needed to team members.
- Analyzes student data to accurately evaluate and support student learning.
- Participates in faculty committees, such as the Student Study Team, as appropriate.
- Selects and requisitions instructional materials; maintains inventory records.
- Perform duties associated with CAASPP Test Site Coordinator.
- Develops schedules for differentiated academic support for grade level instructional groups, as well as interventions during and beyond the school day.
- Assumes other duties and responsibilities as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of K-8 students.
- Common Core State Standards.
- Educational curriculum and instructional goals and objectives and the educational trends and research findings pertaining to student educational programming.

- Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures.
- Technology, including computers and computer programs/applications.
- Applicant must show competency in or be willing to learn Microsoft Office products including MS Word and Excel as well as Google Apps for Education.
- The ideal applicant will be familiar with a variety of ELA and math intervention programs and systems including but not limited to SIPPS, Read Naturally, Accelerated Reading/STAR Reading and Math, Reciprocal Teaching, Rewards, LIPPS, Touch Math, and EveryDay Math intervention
- The ideal applicant will be trained in a variety of assessment systems including CELDT, ADEPT, STAR Reading and Math, and BPST.

ABILITY TO:

- Plan, organize, develop, and enthusiastically conduct a comprehensive teaching and instruction program for pupils in grades K to 8 or a combination of those grades.
- Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels.
- Effectively assess the educational needs of students and design, develop and implement sound individualized educational plans.
- Perform research and development activities pertaining to related elementary curriculum and instruction programs, pilot projects and innovative programs designed to enhance student educational opportunities and experiences; the ability to communicate effectively in oral and written form.
- Establish and maintain cooperative and effective working relationships.

EDUCATION, CERTIFICATIONS, and EXPERIENCE:

- Applicant must possess a valid California credential authorizing service as a teacher in grade levels and areas assigned.
- Applicant must possess a valid CLAD or BCLAD certification.
- Reading Specialist or equivalent certification preferred.

WORKING CONDITIONS:

ENVIRONMENT:

- The noise level in the work environment is moderate.
- Interruptions due to student actions and walk-in traffic are frequent.
- The position requires multi-tasking and the ability to focus in a distracting environment.

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.