



## .5FTE SAEL Resource Specialist 2020-2021 School Year

[Sierra Academy of Expeditionary Learning](#) strives to create a learning community that empowers both teachers and students. Teachers are expected to maintain an ethic of excellence in their practice and to encourage their students to do the same. Through a passionate and dedicated commitment to the success of each and every student, SAEL teachers are responsible for creating a school environment that holds students to high academic and character standards while also supporting students to be able to achieve these expectations. Using the nationally recognized [EL Education](#) learning model, teachers are provided with on and off site professional development opportunities to grow their practice and support their students through project-based, interdisciplinary, college prep work that has a real world impact.

Located in the Sierra Nevada foothills, Nevada City, California is surrounded by opportunities for hiking, biking, swimming, climbing, kayaking, and enjoying the outdoors. This community has also been recognized as an official California cultural district because of access to the arts, vineyards, historical landmarks, and cultural spaces. It has been recognized as one of the 50 best small towns in America, has made Outside Magazine's Best Places to Live list, and has been featured as one of the 30 most beautiful main streets in America by Architectural Digest. About one hour north of the state capital in Sacramento and one hour to Truckee and the slopes around Lake Tahoe, this small town places you near big opportunities.

**Salary / Benefits:** This position is situated on the [Certificated Teacher Salary Schedule](#) posted on our website, at .5FTE or half time. Additional years worked in outside districts and settings will be considered for this position specifically. This position does have access to STRs. Because this position is not .75FTE or greater, this position is ***NOT*** eligible for health benefits at this time.

### Basic Qualifications:

- Valid Credential for Mild / Moderate or Moderate / Severe; If Intern Credential Eligible, please include University or College documentation CLEARLY stating this information
- BA degree or higher
- Ability to work in the United States
- Ability to pass DOJ fingerprinting clearance and TB screening completion

**Application Requirements:** Please use this online application to fully apply for this position by providing the application itself along with uploaded cover letter, résumé/curriculum vitae, two letters of recommendation, two references, copy of Resource Specialist Credentials or University or College documentation stating Intern Credential Eligibility, and if you have your BA (& MA if applicable) transcripts available: <https://forms.gle/b9erDnugc7YKu4qo6>

No emailed, faxed, paper, or mailed applications, please.

**Job Description:** This job description is meant to provide information about the experience, skills, and qualifications desired of candidates and to provide structure to the responsibilities and accountability of this position. There may be additional responsibilities that a staff member undertakes or that are assigned as needs of students and of the school arise. All staff report to the SAEL Admin.

*Based on the needs of the students and the school, the .5FTE Resource Specialist is responsible for:*

#### OVERALL:

- Working with a case load of about 10 high school students (ages approximately 14 - 19) in full inclusion at a project-based, interdisciplinary public charter school environment that has approximately 195 students and 13 teachers school-wide
- Believing in and advocating for achievement in academics and character for all students in high school and beyond
- Communicating effectively and working to build strong relationships with all stakeholders that can be leveraged to support student growth and achievement
- Supporting the instructional program for students efficiently in Special Education by providing academic, behavioral, and social intervention services
- Maintaining efficient practices that allow for your sustainable engagement in the work of Special Education
- Modeling for students and staff a growth mindset and a willingness to take appropriate risks
- Contributing to and support the development of SAEL as a college prep, EL Education high school

#### IN DETAIL:

- Reporting directly to and act under the direction of the SAEL Administrator
- Collaborating closely with the SAEL Special Education Coordinator in order to manage the case load and support all learners through a coherent and consistent approach across the entire school
- Overseeing a full caseload of students with IEPs and organize all the IEP paperwork, paper files, and electronic files associated with Special Education records. This means, but is not limited to:
  - Case managing at least 10 students at any one time annually with confidentiality and discretion
  - Consistently completing with signatures and affirming all required paperwork and documentation in SEIS and Ed Modified in appropriate and legally mandated timelines
  - Leading pull out, push in, and / or Study Support classes as needed to provide Specialized Academic Instruction minutes 1:1, in small groups settings, or in full classrooms as needed
  - Calendaring, inviting appropriate staff, and leading IEP meetings in accordance to SELPA, state, and federal requirements while projecting the IEP and taking notes live and in the meeting
  - Working with the SAEL Special Education Coordinator to ensure all services, service providers, and service minutes for students with IEPs are supported
  - Administering diagnostic tests and assist with testing coordination for students with IEPs
  - Distributing and collecting online input forms from student Crew Advisor and one to two other general education teacher in advance of IEP meetings
  - Developing measurable, appropriate student goals and communicating on student goal progress through biannual progress reporting procedures
  - Guiding students to analyze and improve their general study methods and habits
  - Strategically using technology to strengthen the teaching/learning process with students
  - Supporting the appropriate transition of students with IEPs to 504s when decided upon by the student's support team and at the end of their high school career
  - Managing time efficiently throughout the IEP planning, meeting, and implementation process

- Collaborating effectively and efficiently with the Special Education Coordinator, students, families, staff, service providers, agencies, and our El Dorado SELPA in appropriate implementation of a student's IEP. This includes, but is not limited to:
  - Providing consultation, training, and staff development to help staff grow in their ability to support all learners and understand the specifics of each IEP and its implementation
  - Supporting all teachers and staff in implementing accommodations and differentiation in Instruction, Curriculum, and Assessment (as dimensions of the [EL Education Core Practices](#))
  - Organizing and sharing Special Education documentation, data, etc coherently on Google Drive supporting the systems created by the Special Education Coordinator and Admin
  - Connecting with Special Education Coordinator, Guidance Counselor, Character Dean, and Admin to appropriately coordinate strategies and prevent redundant or overwhelming supports for students and families
  - Helping realize student college and career goals with staff and through existing structures
  - Hearing concerns about student achievement from staff and families and careful weighing data, evidence, and information in considering next steps for support
  - Communicating about the purposes of Special Education services for students with IEPs
  - Consulting with the SAEL Special Education Coordinator, Admin, El Dorado SELPA (as appropriate and directed by Admin), and appropriate service providers as needed and adhering to recommendations, mandates, and guidelines
- Attending and fully engaging in professional development as assigned and other meetings as needed
- Supporting Academic Support Intensives twice per year based on school need (during regular school time, but not necessarily during distance learning)
- Taking on additional responsibilities and duties as assigned by the SAEL Administrator

## CULTURE AND CHARACTER:

- Planning, leading, teaching, assessing, and advising a daily CREW and collaboratively supporting the CREW orientation adventure experience (if needed, based on the student numbers and .5FTE status of this position). As of September 2020, there is not a need for this position to be a Crew Advisor at this time.
- Working with students and staff to create and uphold norms
- Being willing to participate in adventure, wilderness, and services experiences with students and staff (when those elements of the work can begin again and as appropriate or necessary)
- Handling of character violations and appropriate discipline in the classroom to the greatest extent possible, and a willingness to engage in restorative justice practices
- Creating and maintaining a physically and emotionally safe environment for students through the modeling, practicing, discussing, and explicit teaching of the SAEL Character Traits: Integrity, Curiosity, Craftsmanship, Grit, Advocacy, and Collaboration
- Communicating respectfully with students, colleagues, families, and community members at all times by modeling, practicing and discussing respectful, unbiased and effective communication strategies
- Upholding and supporting the school-wide, collaboratively determined, restorative justice-based discipline policies and being willing to reflect on and take ownership of your own role in student disciplinary actions
- Documenting serious and less serious infractions to the policies and seeking help and support from colleagues and administrators when necessary
- Structuring a classroom environment that has clear expectations and management procedures and is developmentally appropriate, student-centered, print-rich, well-organized, and inspiring
- Engaging students in appropriate discussions of diversity and equity by using student observations, questions, actions and reactions as teachable moments
- Unpacking your own biases and privilege through self-assessment and reflection practices
- Being on time for classes, duties, team meeting and professional development activities.

- Communicating about and plan for absences in advance when possible with students, teaching partners, and the SAEL Administrator
- Seeking to resolve conflicts with colleagues as soon as they arise and ask for support from other staff and administration when needed
- Maintaining a growth mindset

**LEADERSHIP:**

- Upholding SAEL norms and standards of excellence at all times while at SAEL or representing SAEL
- Attending outreach and marketing efforts for SAEL in the greater community as appropriate and agreed upon in advance (ie attending a Community Information Session to share with prospective students about the school program)
- Working to create SAEL with a student-first, growth mindset-based approach to tasks and processes including, but not limited to our WASC accreditation, A-G class certification, Restorative Justice-based Discipline Policy, Expeditionary Learning Credentialing Process and annual Implementation Review, Charter renewal, Teacher Support and Accountability, SAEL Professional Development planning and facilitation, Data Inquiry and Analysis, LCAP creation, Expeditionary Learning Work Plan creation, etc.
- Striving to do more than you think possible
- Taking on additional responsibilities and duties as assigned by the SAEL Administrator based on the needs of the students and of the school. This can include classroom-related cleaning after proper training as well as additional supportive and responsive measures, classes, sections, duties, and actions to deal with guidelines associated with COVID-19.

**PHYSICAL REQUIREMENTS:**

- 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 frequently required to stand and talk or hear and sometimes walk and sit and run. While performing the duties of this job, the employee may push or lift up to 40 lb. such as boxes of supplies. The employee is directly responsible for safety, well-being, or work output of students. Specific vision abilities required by this 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 staff.

**WORK ENVIRONMENT:**

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed 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.

**HOURS / DAYS / EVENTS:** This position may start as soon as possible or in January 2021, depending on candidate availability.

Participation in school events (depending on start date):	Working salaried hours:	Working days (depending on start date):	Potential PD Days:
<ul style="list-style-type: none"> <li>●One (1) All Family Meetings</li> <li>●Student Led Conferences (SLCs) in the Fall and in the Spring, when appropriate</li> </ul>	2.5 school days per week or approximately 18.75 hours per week.  Admin may be flexible based on school need and candidate availability. This could look like 2	See calendar for school days in 20-21. This position would work approximately half time from start	Potential 5 TOTAL: TBD embedded during the school year and in June after students finish

<p>•Two (2) 9th Grade Orientations, when appropriate</p>	<p>full days and one half day per week or working half days five days a week depending on school need and candidate availability.</p> <p>Full time teaching staff hours at SAEL are currently: 9:05am - 4:35pm Mon - Thurs and 9:05am - 4:05pm Friday</p>	<p>date to the end of the school year.</p>	
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**APPENDICES:**

- Job Description Appendix A: Calendar

*SAEL is an equal opportunity employer. We do not discriminate on the basis of race, religion, color, gender, ethnicity, sexual orientation, age, national origin, disability, or any other factor which cannot lawfully be used as a basis for an employment decision.*

# Appendix A:

## Sierra Academy

### 2020/21 Calendar Year rev 4.15.20

July							August							September							October						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
			1	2	H	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	H	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	PD	PD	PD	14	15	13	14	F	16	17	18	19	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	B	B	B	B	B	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	PD	29	30				25	26	27	28	29	30	31
							30	31																			

  

November							December							January							February								
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa		
1	2	SLC	SLC	SLC	6	7			1	2	3	4	5							H	2			1	2	3	4	5	6
8	9	10	H	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	PD	9	7	8	9	10	11	H	13		
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	PD	16	14	H	16	17	18	19	20		
22	23	24	B	H	H	28	20	B	B	B	H	H	26	17	H	19	20	21	22	23	21	22	23	24	25	26	27		
29	30					30	27	B	B	B	H		24	25	26	F	28	29	30	28									
													31																

  

March							April							May							June						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6					B	B	3							1			1	2	3	4	5
7	8	9	10	11	S	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	SLC	SLC	SLC	16	17	9	10	11	12	13	14	15	13	14	PD	PD	PD	18	19
21	22	23	24	25	26	27	18	19	20	21	22	S	24	16	S	18	19	20	21	22	20	21	22	23	24	25	26
28	B	B	B				25	26	27	28	29	S		23	24	25	26	27	28	29	27	28	29	30			
													30	H													

School Breaks and Holidays			
August 11-13, 2020	Professional Development Days	January 8 & January 15, 2021	Prof Development Days
<b>August 17, 2020</b>	<b>First Day of School</b>	January 18, 2021	MLK Holiday
September 7, 2020	Labor Day Holiday	January 27, 2021	All Family Meeting
September 15, 2020	All Family Meeting	February 12 & 15, 2021	Presidents' Holidays
September 28, 2020	Professional Development Day	March 29 - April 2, 2021	Spring Break
October 19-23, 2020	October Break	April 13-15, 2021	Student Led Conferences
November 3-5, 2020	Student Led Conferences	May 31, 2021	Memorial Day Holiday
November 11, 2020	Veterans Day Holiday	<b>June 10, 2021</b>	<b>Last Day of School 1:30 dismiss</b>
November 25-27, 2020	Thanksgiving Holiday	June 11, 2021	Graduation
December 21, 2020 - Jan 1, 2021	Winter Break	June 15-17, 2021	Prof Development Days

Key to Symbols	
<b>B</b>	- School Break
<b>F</b>	- All Family Meeting
<b>H</b>	- Holiday
<b>PD</b>	- Professional Development
<b>SLC</b>	- Student Led Conferences
<b>S</b>	- Emergency School Closure Day*

End Dates	
1st Semester:	12/18/2020 79 Days
2nd Semester:	6/10/2021 99 Days

Days Calculated	
178	Student Instruction Days

66079 Instructional Minutes  
 145 Regular School Days  
 33 Fridays/min days

720 Additional Fieldwork Minutes

\* If there are no school closure days earlier, these dates may be non-school days