



## *Position Description*

### **Alternative to Suspension (ATS) Teacher**

*Salary Level: Collective Bargaining Agreement*

*Contract/Benefits: Collective Bargaining Agreement*

*Department or Area: Community and Student Services*

*Reports To: School Principal*

#### ***Qualifications:***

1. Minimum of a Bachelor's degree, preferably in education, special education, social work or other related field.
2. Hold a valid and current Pennsylvania Teaching Certificate, preferably in special education. Other majors will be considered.
3. Consistent record of satisfactory work performance.
4. Acceptable criminal and child abuse clearances (Acts 34, 114, and 151).
5. Experience in public education with emphasis on working with at risk students preferred.
6. Alternatives to the above qualifications, as deemed appropriate by the school board or Superintendent.

#### ***Summary***

Under the supervision of the school principal, and in conjunction with the Director of Community & Student Services, the Alternative to Suspension (ATS) Teacher assists with assessing, planning, coordinating, and delivering specially designed instruction and positive behavior support plans to students who exhibit behavioral problems. The ATS Teacher (ATS) works with assigned students to promote changes in their behavior, with the goal of integrating students back into regular school programs. In addition, the ATS Teacher participates in professional development activities as prescribed by the Community & Student Services and Special Education departments. The ATS Teacher will achieve and maintain certification in recognized approved de-escalation techniques.

#### ***Essential Duties and Responsibilities***

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the required knowledge, skills, and abilities. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Contribute to team discussions and decisions regarding behavioral support services for specific students. These include, but are not limited to, using functional behavioral assessments, positive behavior support plans, and behavior modification methodologies.
2. Implement behavioral and crisis management and instruction plans with assigned students.
3. Defuse behaviors using appropriate and approved de-escalation techniques (e.g., Crisis Prevention Intervention techniques); participate in related trainings and to maintain appropriate certification in approved de-escalation techniques.

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4. Teach proactive behaviors (e.g., social skills training, coping skills, etc.)
  5. Maintain data on student behaviors through anecdotal records, charting behavior, level systems and other appropriate system of data collection.
  6. Implement the school's alternative to suspension plan.
  7. Apply the theory of applied behavioral analysis when implementing behavior intervention plans.
  8. Participate in the collection and interpretation of behavioral data regarding students who demonstrate challenging behaviors; use data to inform changes to behavioral plans.
  9. Collaborate with others to resolve student concerns.
  10. Maintain knowledge of the legal approaches and practices associated with the manifestation determination review process, functional behavioral assessment, and behavior intervention planning.
  11. Understand and adhere the rules of FERPA and other practices related to confidentiality.
  12. Develop strategies to help students, families, and the school address behavior issues and their causes and effects; assist with implementing these strategies.
  13. Perform other duties and tasks as assigned by supervisors.

### ***Competencies***

To perform the job successfully, an individual should demonstrate the following competencies:

#### *Personal Competencies*

Meets commitments made to employees; Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Educates others on the value of diversity; Puts success of team above own interests and recognition; Promotes a harassment-free environment; Follows policies and procedures.

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Approaches others in a tactful manner; Reacts well under pressure; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Arrives at meetings and appointments on time.

#### ***Physical Demands***

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk and use hands and fingers to feel and to handle materials or equipment. The employee is occasionally required to stand, sit, and reach with arms and hands.

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Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus. The physical demands may require the implementation of effective de-escalation techniques in accordance with approved training.

***Evaluation***

The person filling this position will be evaluated according to the process adopted by the Allentown School District.

Reviewed and read by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Individual serving in this position*