



Reading Instructional Assistant

Summary:

Phoenix School is recruiting a motivated Instructional Assistant who loves to mentor youth and takes pride in student growth. This position is a direct result of a unique funding award from the Oregon Department of Education's Youth Development Division to increase student re-engagement in their educational pathway to *High School Success*.

This is a special opportunity for the candidate who receives a deep sense of fulfillment and compassion in helping students who, due to circumstances frequently beyond their control, need academic mentoring and emotional encouragement to succeed. The position provides an opportunity for the candidate who desires to develop curricula, especially meaningful learning opportunities and academic applications.

Opening: Full-Time, 2020-2021 School Year

Application Period: Accepting applications until filled.

Assignment: Mentoring youth to assist with their engagement towards High School Success. This position would directly tutor students in English Language Arts related skill sets. Numerous PCS students are behind grade level for basic language arts and reading skills. The assignment has the personnel work among a team of other paraprofessionals and skill builders who are working to ensure youth have the support they individually require to be successful.

Contract length depends on start date. Funding allows for all student and in-service days remaining in school year to be contracted. Additional days prior to June 30 may be available as well.

Phoenix Charter School faculty positions are full-time, salaried positions. This position is eight hours each school day, generally scheduled between 7:30 AM and 3:30 PM and follows the adopted Roseburg Public Schools calendar for Roseburg High School.

Compensation: \$18.00 to \$19.75 hourly rate DOE

Benefits: PERS Retirement Plan (at your level)
PERS Employee Contribution paid by Phoenix
Individual Health Insurance + Health Savings Account (employer paid)*
Dental Insurance (employer paid)*
Life Insurance Coverage (employer paid)*
3 Sick + 2 Personal leave days for remainder of school year
*Subject to a 30-day enrollment period

Position Requirements:

- Associate degree or equivalent post-secondary certification
- Must have a desire to work with high school students in a professional manner and demeanor.
- Ability to work independently at times, show initiative, and communicate.
- Ability to successfully pass a drug test (random or otherwise) conducted by employer.
- Ability to work within a school, with youth, and as a team member.
- Perform in a professional manner while working with partnering organizations.
- U.S. citizen, national or lawful permanent resident.
- Must successfully pass a fingerprint criminal history background check.

- Regular and reliable attendance.
- A valid driver's license, clean driving record and ability to provide documentation.

Preferred Qualifications:

- Successful experience or related experience teaching or working with at-risk youth.
- Bachelor's degree
- Current Oregon TSPC license
- Excellent oral and written communication skills and the ability to communicate in non-technical terms with a diverse population of staff and students.
- 21 years of age or older to meet driving insurance requirement.

Duties & Responsibilities:

- Tutor on a one-on-one or small group basis, as necessary. Specifically assist students with reading related activities as directed and coached by the Principal.
- Confer with teachers and may assist in preparation of lessons appropriate to level of instruction; review coverage and comprehension of subject matter and administer tests.
- Monitor and supervise student engaged in activities initiated by the teacher. Record student progress and behavior; document areas in need of emphasis or reiteration.
- Supervise students in classroom and hallways so that an orderly atmosphere is preserved; control aggressive behavior, settle disputes and otherwise encourage safe, well-mannered activity.
- At times students may exhibit physical aggression. Assist to de-escalate, remove, contain, and physically restrain if necessary.
- Assists students in their understanding of academic, life skills and/or appropriate social behavioral concepts by reemphasizing the basic elements of teacher-directed activities.
- Prepare materials for instructional use under the direction of licensed staff.
- Creatively and collaboratively problem solve in their daily work with clients, families, and coworkers.
- Interface with students that are out of the classroom to identify their needs in that moment from a trauma-informed perspective. Work with the student to meet their needs and build their capacity to return to the classroom in a learning-ready mindset. Needs could include: snacks, schedule questions or changes, emotional processing and regulation, trigger identification and processing, building skills for de-escalation grounding and self-awareness, connect with outside resources, triage and refer to other staff or outside resources for a higher level of need.
- Respond to escalation within the classroom, identify the student(s) that is/are dysregulated and work to identify and address needs in order to return to a learning-ready mindset.
- Monitor, record data and complete required documentation of a professional quality and within specified timeline.
- Function effectively as a member of a multidisciplinary team.
- Provide feedback and communication within the team to allow for continuity of care.
- Conduct home visits to households and tutor students.
- Fulfills other related duties as assigned or assumed.

Marginal Duties and Responsibilities:

- May assist special education licensed staff with implementing individualized education plan (IEP) goals including related services.
- Provide outreach for students that have not been attending school. Make phone contact and work with students and their families to develop a plan for better engagement at school.
- Seek best practices in the education and behavioral health realm to assist organization in expanding its trauma-informed practices and restorative justice aspects.

Supervision and Scheduling:

This position would receive duties directly assigned from the Principal. A roster of students requiring supports from the IA Reading Mentor will be maintained between the staff member and the Principal. This position may require home visits to students receiving Comprehensive Distance Learning. A travel fund for mileage

reimbursement is available to directly support all work-related travel.

COVID-19 Disclaimer: The present school year does create a need for applicants to be flexible in scheduling. All employees at this time must be able to be successful in a remote work mode as required by compliance with Oregon Department of Education guidance. Phoenix Charter School is a member of the Douglas County School District #4 (Roseburg Public Schools). Our agency generally follows the direction of their Superintendent for which mode of instruction (On-site, Hybrid / On-site, and Comprehensive Distance Learning) we currently operate. For the first half of the school year Phoenix Charter School has been operating in a Comprehensive Distance Learning (CDL) mode, on February 1, 2021 we will shift to offering hybrid onsite instruction in addition to CDL. During CDL all students and faculty engage in instruction via the Phoenix Charter School's CANVAS platform and Microsoft Teams framework for live instruction, during hybrid onsite instruction students may attend school in person two days a week, with the remaining three days CDL from home—during hybrid onsite instruction staff work onsite. The Phoenix Charter School Operational Blueprint is available here: <https://phoenix.roseburg.k12.or.us/about-us/public-documents>.

During standard operations (those outside of COVID-19 Comprehensive Distance Learning) Wednesdays are Early Release days in the District, students are released at 1:30 PM. As a result, we schedule a professional development session each Wednesday from 2:30-3:30 to focus on instructional needs as a learning community and an all-staff meeting each Tuesday from 2:30-3:30 PM to focus on staff planning and decision making. Additional in-service and planning days are scheduled throughout the year (see school calendar). Phoenix teachers work with our 'Journey Support Squad' (JSS) to coordinate therapeutic and life need supports that will increase each student's ability to benefit from their school placement. Other duties consistent with our mission and the position may be assigned.

Phoenix Charter High School:

Established in 1981, Phoenix is an award-winning school serving an enrollment of 190 at-risk students, grades 8-12. Our school has a designed facility sited on a picturesque twelve-acre campus in east Roseburg, OR. We have outstanding community support and are recognized regionally for our innovative approach. Phoenix Charter School is provided by the Phoenix School of Roseburg, a private non-profit youth development organization.

Our educational model emphasizes a developmental and project-based learning approach unique to our students:

- 1) *Developmental* – Some students may not possess social or academic skills needed to benefit from regular high school classroom instruction, positively identify as a student, or possess the confidence of a capable learner. Students will learn our school culture, how to function as capable students, and how to be more capable, engaged learners. This work will lay a foundation for students to continue successful academic engagement in their high school career and beyond.
- 2) *Targeted Curriculum & Instruction* – Students successfully engage in coursework and community or school based learn, serve, and earn opportunities that develop their pathway to college and careers. The teacher has academic freedom to design learning and to select curriculum materials most appropriate for students to demonstrate Oregon required learning standards.
- 3) *Early College* – Designed to help students prepare for and make the transition to Umpqua Community College. Students build their college experience through on-line community college courses and then transition to on-campus community college coursework to complete final high school credits and to prepare them for a successful college transition.
- 4) *Pathways* – In addition to academic instructional assignments, each teacher provides their student cohort with academic advisement, social-emotional skill development, and Pathways to college and career curriculum (first period).

Phoenix is a great school for teachers seeking to make a difference. Our compensation package is comparable to other small, rural schools. Class sizes are small (average 20 students) and teacher creativity is supported in the spirit of improving our student's lives and academic achievements. Many staff members have a long history working at Phoenix and know that they make a difference and are appreciated by students, their peers, our board, and the community.

Roseburg is the service center of rural Douglas County located on I-5 just over an hour south of Eugene and situated just over an hour from the Cascade Mountains to the East, the Oregon Coast to the West, and Rogue River/Southern Oregon to the south. For those who love outdoor recreation and a great place to raise children, Roseburg has much to offer. For more information check out the Roseburg Visitors Center and Chamber of Commerce's website at www.visitroseburg.com and <http://www.theumpqualife.com/>.

Phoenix Charter School is a subsidiary corporation of Phoenix School of Roseburg, a private, non-profit charitable organization. Information is available at our website at www.roseburgphoenix.com

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 functions, duties, and responsibilities of this job.

- Vision abilities: close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.
- Regularly required to sit for 1-3 hours; stand/walk/move around for 6-8 hours; drive 1-3 hours.
- Regularly required to talk and hear.
- Regularly required to use hands to finger, handle or feel objects, tools or controls.
- Regularly lift, move or carry up to 25 pounds; occasionally lift, move or carry up to 50 pounds.
- Frequently required to stand or walk (occasionally on an uneven surface), reach with the hands and arms, stoop, and/or bend.

While performing the duties of the position, the employee works with standard office and/or instructional equipment with moving mechanical parts.

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.

The noise level in the work environment could be low to moderate. The employee's work is most frequently indoors, but occasionally requires going outdoors in the weather to pass from building to building and drive from community sites.

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. Phoenix School of Roseburg may add to, modify, or delete any aspect of this (or the position) at any time as it deems advisable.

Application Process:

Apply on-line through: <https://roseburg.tedk12.com/hire/index.aspx>

1. The school will notify candidates whether they are selected for an interview.
2. After an initial round of applicants are interviewed, the position will be offered or remain open until filled.

We look forward to your application and thank you, in advance, for your interest in Phoenix Charter School.