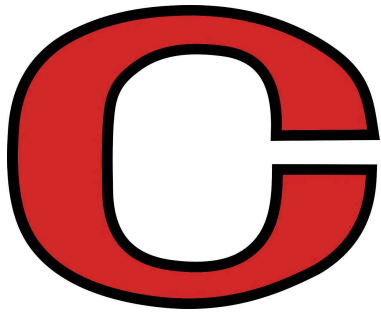




CLINTON COMMUNITY SCHOOLS JOB DESCRIPTION

Job Title: Secondary At-Risk Teacher

Qualifications: BA degree in Secondary Education

Reports To: At-Risk Coordinator

Position Summary

To provide intense monitoring, data gathering, and instructional support to ensure the success of At-risk students, impacting drop-out and graduation rate.

Essential Duties & Functions (but not limited to)

- Participates and collaborates with the at-risk team.
- Participates and collaborates with the grade level data team.
- Communicates with staff to provide students resources.
- Communicates with staff to provide teachers resources.
- Collects data on interventions.
- Attends at-risk district meetings.
- Creates a positive and nurturing classroom environment.
- Monitors assigned classrooms.
- Performs home visits.
- Moves throughout the building to assist students.
- Monitors attendance and places calls home, noting in Infinite Campus.
- Participates collaboratively in the assigned PLC to:
 - Identify essential standards
 - develop learning targets for each essential standard
 - create common formative assessments
 - analyze student data
 - use student data to provide Re-teach/Enrichment opportunities.
- Communicates with the departments assigned to establish RtI/MTSS supports.
- The at-risk teacher should be involved with the classroom and instruction when not in another intervention.
- Tier 2 – Identify and provide for the needs of students with tier 2 Interventions such as:
 - Study Table – Identify through collaboration, provide logistics, and gather materials for students identified during grade level data teams and PLC time to work during their lunch to complete or redo assignments, or reteach concepts for the specified class.
 - 6th Period – Identify through collaboration, provide logistics, gather materials for students identified during grade level data teams and PLC time to work after school to complete or redo assignments, or be retaught concepts for the specified class.
 - Check in/Check out – Check in and check out with assigned students on a daily basis.
 - Re-teaching and Enrichment days – Collaborates with the Tier 1 teacher to provide reteaching and enrichment opportunities for students based on formative assessments.

- Planned pullouts – Collaborates with classroom teachers to provide instruction to designated students during the Tier 1 class time.
- Homeroom Pullouts - Identify through collaboration, provide logistics, and gather materials for students identified during grade level data teams and PLC time to work during homeroom time to complete or redo assignments, or be retaught concepts for the specified class.
- Academic Offerings – Teach assigned courses. Prepare materials and lessons based on the essential standards for the course. Collaborate with classroom teachers for standards for the courses. i.e. Student Success Class, Algebra 2.
- Tier 3 Interventions - Identify and provide for the needs of students with Tier 3 interventions through:
 - Academic Focus - Identify through collaboration, provide logistics, gather materials for students identified during grade level data teams and PLC time to work during assigned period during the day, or be retaught concepts for the specified class.
 - Transition 1 and 2 - Identify through collaboration students in need of a small setting due to behavior or social issues, provide logistics, gather materials for students identified during grade level data teams and administrative action to provide academic courses in collaboration with the Tier 1 teacher.
 - Tutoring - Identify through collaboration students in need of an individual setting due to behavior, academic, or social issues, provide logistics, gather materials for the student identified during grade level data teams and administrative action to provide academic courses in collaboration with the Tier 1 teacher.
 - GLC Campus – Identify through collaboration students in need of an alternative setting due to behavior, academic, or social issues and facilitate the learning through online, correspondence, or collaboration with Tier 1 staff.
 - Online or Correspondence Learning – Facilitates courses offered to students in alternative settings or in need of extra credit.
- Provides effective communication to students and parents regarding the student's performance, attendance, and behavior.
- Promotes trust and confidence between faculty, students, and parents to maintain effective interventions.

Additional Responsibilities

- Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
- Participate in appropriate professional activities.
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations as directed.
- Supervise students before and after school.
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Meet professional teacher education requirements of school, district and state.
- Must have the ability and proven ability to report to work on a regular and punctual basis.
- Perform such other duties as are assigned by authorized representatives of the Board of Education.

Minimum Qualifications

Education: BA degree in Secondary Education

Working Conditions: Primarily climate controlled classrooms. Warmer/colder temperatures in other areas.

Mental Demands/Physical Demands/Environmental Factors: Regularly required to sit, stand, walk, talk, hear, operate a computer, use hand-held learning devices and other office equipment, reach with hands and arms, and must occasionally lift and/or move up to 50 pounds. The employee is directly responsible for the safety, well-being and work output of other people.

Specific vision abilities required by this job include close vision such as reading handwritten or typed material and the ability to adjust focus. Hearing ability to monitor activity and presence of students and respond to communication with students and adults is required. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Staff must be able to participate in and pass Non-violent Crisis Intervention training, including appropriate procedures for preventing the use of physical restraint and de-escalating problematic behaviors. Relationships should be developed, preventing restraint and utilizing only when there is an identified danger to self or others.

Staff must be able to run short distances to ensure student safety. The employee may be exposed to physical contact from aggressive students.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Specific Functions and Responsibilities

- Demonstrates concern for and sensitivity to the needs of all, demonstrating the ability to work collaboratively and courteously with others regardless of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- Effectively implements the goals and objectives of the district's multi-cultural, non-sexist educational plan in his/her area.

It is the policy of the Clinton Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, and in its educational programs and its employment practices.

The statements contained herein describe the scope of responsibility and essential duties of this position, but should not be considered to be an all-inclusive listing of work requirements. Individuals may perform other duties as assigned. Nothing in this job description restricts the Board's right to assign or reassign duties and responsibilities to this job at any time unless restricted by law or a negotiated contract.

October 2025