

## POSITION DESCRIPTION

### Two Rivers Supervisory Union

**Position Title:** Principal  
**Reports to:** Superintendent  
**Position Type:** Exempt

**Work Year:** Per Contract  
**Compensation:** Per contract

#### Purpose

The Principal creates and maintains an educational atmosphere that provides an opportunity for all students to achieve to the optimum of their ability and all staff to function efficiently toward the fulfillment of that end. The Principal assumes instructional and curricular leadership and administrative responsibility for all aspects of the school consistent with state and federal laws and the school district policy.

#### Essential Functions and Responsibilities:

##### Leadership

- Identifies the need for systemic change and serves as an agent for that change.
- Builds, with others, a shared vision of standards-based learning and teaching, helps define and articulate the vision to the school community to promote community support.
- Develops and plans implementation of a comprehensive school action plan designed to improve student learning and assess student performance within the school. Effectively uses individual and school wide student assessment data to support continuous program and action plan improvements.
- Develops and implements an effective, interactive public relations program in order to further the community's understanding of and support for educational programs; to promote partnerships, collaboration and positive relationships among staff, students and community (i.e. parent conferences, annual report, media reports, open house, parents' night, hosting special events, reports student performance, attending school board meetings at the Superintendent's discretion, and the like).
- Develops and monitors long range plans for school and district technology and information systems in collaboration with the district's technology director.
- Manifests, promotes and models effective communication skills, professional ethics and values, collaboration and respect for all people. Maintains a professional relationship with faculty and staff, peers, supervisors and other School District Personnel.
- Advocates for local, regional and state educational policy for the advancement of all Vermont learners.

##### Management

- Performs all duties specifically assigned by law or by the superintendent of the school district including the administration of policies adopted by the school board and management of formal labor agreements at the school level.
- Performs administrative functions necessary to ensure the smooth and efficient daily operation of the school in compliance with all state and federal laws, School District policies, applicable master agreements and regulations of the Superintendent.
- Recruits quality teachers and support staff by overseeing the screening, interviewing, reference checking and selection of new teachers and support staff. Makes hire recommendations to the Superintendent. Collaborates with other administrators to provide effective orientation for new employees. Oversees the interviewing and placement of student teachers.
- Maintains quality staff through effective supervision and evaluation of teachers and support staff assigned to the building. Identifies, supports and recommends staff development programs based on current educational research, school action plan, school board goals and professional development needs of the employee. Make annual recommendations to the Superintendent regarding employee contract renewal.
- Assure a coordinated effort in support of student learning through effective communication including developing students and faculty handbooks, conducting faculty meetings, individual teacher conferences,

- student assemblies, liaison with other administrators in the district, attending school board meetings at the Superintendent's discretion, etc.
- Oversees school safety and security matters to provide a safe school environment.
- Promotes student health and welfare; develops and maintains an effective emergency evacuation plan; establishes and administers a code of student conduct that is fair, firm and consistent; assists with monitoring student behavior outside the classroom; creates a learning atmosphere to encourage respect for self and others, positive social interactions, positive self and group esteem and personal wellness; confers with teachers, students and parents concerning educational and behavioral problems in the school.
- Plans and coordinates maintenance needs with the Maintenance Supervisor.
- Prepares, develops and/or manages the development of timely, accurate and meaningful reports, surveys, statistical data and the like as required by law, School District policy and/or as requested by the Superintendent.
- Directs, manages, prepares and/or oversees the preparation of class schedules, cumulative records, student placement and transition, progress reports, student reports, attendance reports and the like to ensure accuracy of reports and proper student placement.

### **Curriculum, Instruction and Assessment**

- Coordinates the planning, implementation and evaluation of school programs for the improvement of student learning.
- Develops and implements a multi-year comprehensive school action plan to improve student performance within the school in keeping with district, school and program philosophy and objectives.
- In collaboration with the Director of Curriculum, coordinates, oversees and monitors the implementation of stands-based curriculum efforts within and among schools to improve student learning.
- Effectively reports and uses assessment results to inform the school community, develop school action plans and modify school programs to improve student learning.
- Uses technology, telecommunications and information systems to enrich curriculum and instruction.
- Oversees and coordinates the development and maintenance of all education, co-curricular and extracurricular programs and activities within the school.
- Collaborates with the Director of Student Support Services to develop and administer effective educational programs for students with mental or physical disabilities and compliance with special education laws and regulations to foster success of all students; oversees transition processes; ensures compliance with all I.E.P.'s; identifies deficiencies in the program and initiates staff development; ensure proper communication between the special educators and classroom teachers.
- Plans, implements and coordinates with the Director of Curriculum effective professional/development programs designed to improve instructional strategies.

### **Fiscal Planning and Budget Management**

- Plans and manages the development of the school budget in accordance with the school/district vision and action plans; recommends the annual budget to the Superintendent.
- Manages the approved budget; monitors expenditures and initiates and approves purchase orders for materials, supplies and equipment as approved by the budget; assures accurate accounting of expenditures.
- Maintains a current and complete inventory of all school property and coordinates an efficient distribution system of equipment and materials to maximize school resources and student learning.

### **Staffing-Supervision and Evaluation**

Performance of the job will be evaluated in accordance with procedures as established by the Superintendent of Schools. Reports to and evaluated by the Superintendent of Schools. Receives limited administrative direction in planning and implementing the activities of the school and related programs. Has regular meetings with supervisor on a monthly or quarterly basis regarding overall progress, direction, objectives of the program with more frequent consultations regarding special programs or specific activities as necessary.

Directly supervises all faculty and staff of the assigned school. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, making recommendations for hiring, orienting and training employees; planning, assigning and directing work; appraising performance; rewarding and disciplining employees; addressing complaints/grievances and resolving problems.

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Master's Degree in School Administration or other appropriate discipline, plus 5 years of proven success as a classroom teacher and educational leader (with a minimum of 3 years of relevant teaching experience) or a combination of education and experience from which comparable knowledge and skills are acquired. Knowledge of contemporary instructional theory and practice.  
  
Commitment to standards based curriculum and instruction, success for all learners, parent and community participation in school life and life-long learning; and dedication to the highest level of student and staff performance.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License (Level II preferred) with a 91 Preparation Endorsement Code within the appropriate Instructional Level, plus meet all of the basic competencies and qualifications specified in the Regulations Governing the Licensing of Educators and the Preparation of Education Professionals. Valid Vermont Driver's License also required.
- **Language Skills.** Ability to read, analyze and interpret the complex scientific, educational and technical journals, financial reports and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to faculty and staff, top management, public groups and/or school board members.
- **Mathematical Skills/Reasoning Ability.** Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations. Ability to apply mathematical operations to such tasks as calculation and interpretation of frequency distribution, determination of test reliability and validity, analysis of variance, determining the correlation between variables, sampling theory and factor analysis.
- **Computer Skills and Experience.** Experience and proficient computer skills in work processing, spreadsheet and database programs required. Experience with Microsoft Office preferred.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical, oral, written or diagram form and deal with several abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals including students, faculty, administrators, parents and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisors, parents and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.

**Note:** This job description will serve as the conceptual basis for the position's performance expectations. Specific items may be deleted and priorities set for the position through conferencing with the Superintendent as part of the evaluation process.

**Term of Employment:** Salary, benefits, renewal and length of contract will be determined by the Board.

#### **Physical Requirements**

Physical ability to perform the essential functions of the job as outlined above in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle or feel. The employee is occasionally required to reach with hands and arms; stoop, kneel, crouch or crawl. The employee must occasionally lift (or assist with lifting); restrain and/or move school-aged students with a weight

range of up to 100 lbs. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus. Physical ability to drive also required. The employee is regularly required to talk or hear and regularly required to handle stressful situations and resolve conflict.

**Environmental Conditions**

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 is usually moderate. The employee is occasionally exposed to outside weather conditions.

**EMPLOYEE SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

*Drafted: 5/2018*

*Adopted:*

## Position Description

### Two Rivers Supervisory Union

**Position Title:** SchoolBus Driver

**Work Year:** Per Contract

**Job Type:** Non-Exempt

**Reports to:** Transportation Supervisor

**Compensation:** Per Contract

#### **Job Summary**

Position is responsible for operating a school bus and transporting school-aged children and other authorized personnel safely and efficiently over specified routes to and from schools and various activities. Position conducts pre-trip inspections; observes safety regulations and policies; enforces student discipline on the bus; and performs related work.

#### **Essential Duties**

1. Checks with the area transportation supervisor for any changes in normal duties or new student passengers.
2. Ensures that the bus can be operated safely before driving and conducts pre-trip safety inspections as required by federal and state laws to include observing visual defects and checking operating systems to include brakes, horn, lights, emergency flashers, extended stop arms, and door-opening devices.
3. Operates the vehicle safely over an assigned route, picking up and delivering only authorized students at assigned bus stops, and watches to ensure that no one hurrying for the bus is left behind.
4. Keeps assigned time schedules, which may require driving during pre-day light and dusk periods, and makes every effort to be on time while ensuring safety.
5. Obeys all traffic laws and transportation practices as outlined in the CDL manual, Bus Driver Handbook, School Board Policy and local ordinances.
6. Observes all mandatory safety regulations for school buses and keeps all emergency exits clear of obstructions.
7. Secures wheelchairs, car seats, and other restraining devices on the bus as needed.
8. Maintains student discipline on the bus and enforces rules governing student conduct.
9. Reports undisciplined students to the proper authority and compiles written reports as requested in accordance with the bus driver handbook and the Student's Rights and Responsibilities Handbook.
10. Conducts semi-annual bus evacuation drills as required and implements evacuations as required in an emergency to include safely exiting from the rear of the school bus.
11. Reports all accidents immediately, requesting police or ambulance service as needed; assists injured persons until services arrive; and completes required accident reports.
12. Notifies the proper authority in cases of mechanical failure, safety deficiencies, when off schedule, or other incidents.
13. Regulates heating, cooling, and ventilating equipment provided on the bus for the comfort of passengers.
14. Drives students and teachers on field trips, extracurricular activities, and other special events, often in evenings and at night, as assigned.
15. Exercises responsible leadership and appropriate behavior when on out-of-division school trips.
16. Returns the bus to the assigned bus lot, performs a final inspection, and secures the bus according to procedures.
17. Participates in all required training.
18. Submits to drug testing when required.
19. Maintains a commercial driver's license as required by the State and maintains Red Cross first aid/CPR certification and Federal DOT Medical Card.
20. Models nondiscriminatory practices in all activities.

**Other Duties**

1. Keeps the assigned bus clean.
2. Reports all safety violations to include co-workers/personnel suspected of drinking alcohol or under the influence of drugs (to include over-the-counter drugs) while working.
3. Performs any other related duties as assigned by the Area Transportation Supervisor or other appropriate administrator.
- 4.

**Job Specifications**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

**Minimum Qualifications (Knowledge, Skills and/or Abilities Required)**

Must possess a high school diploma or GED. Must possess a valid commercial driver's license to operate a school bus or must acquire one prior to the completion of the division's classroom training course. Must possess basic first aid and CPR certification or must acquire such prior to the completion of the division's classroom training course. Must possess an excellent driving record in compliance with division standards, excellent driving skills. Must possess knowledge of, or the ability to accurately and quickly learn, local street and road systems. Must possess knowledge of, or the ability to accurately and quickly learn, how to properly secure a wheelchair, car seat, and other restraining devices on a school bus. Must possess the ability to maintain student discipline and ensure that student behavior is not a distraction to safe driving. Must possess the ability to recognize and report any unsafe act or condition. Must remain in compliance with state/division regulations regarding the use of controlled substances and alcohol as applied to school bus drivers. Must meet the mandated physical and mental requirements established by the state and the US Department of Transportation--the school division is not permitted to employ individuals that do not meet these standards. Must be capable of working independently and possess the ability to understand and follow through on oral and written instructions. Must possess the ability to interact with students, parents, and faculty in a positive and proper manner.

**Working Conditions and Physical Requirements**

Duties are performed on a school bus. While performing the duties of this job, the employee is frequently exposed to loud noise levels; fumes or airborne particles; noxious odors; vibrations from driving a bus; and traffic. The employee is occasionally exposed to moving mechanical parts and outside weather conditions. While performing the duties of this job, the employee is frequently required to sit; use hands to finger, handle, or feel; use foot controls to drive; reach with hands and arms; climb; bend, stoop, and kneel; and talk or hear. The employee must be physically able to perform and demonstrate emergency evacuation procedures. This includes the pushing/pulling of up to 50 pounds. In addition have the ability to use emergency exits at any location on the bus. Specific vision abilities required by this job include close vision, distance vision, night/dusk vision, color vision, and peripheral vision.

**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 is loud.

*This job description in no way states or implies that these are the only duties to be performed by this employee. The School Bus Driver will be required to follow any other instructions and to perform any other related duties as assigned by the Transportation Supervisor or appropriate administrator. Two Rivers Supervisory Union reserves the right to update, revise or change this job description and related duties at any time.*

**I acknowledge that I have received and read this job description.**

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Employee Name (Print)	Signature	Date
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Drafted:

Adopted:

5/2018

## POSITION DESCRIPTION

### Two Rivers Supervisory Union

**Position Title:** Teacher  
**Work Year:** Per Teacher Contract  
**Position Type:** Exempt

**Reports to:** Principal  
**Salary:** Per Teacher Contract

#### **Purpose**

To plan, organize and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

#### **General Description**

Teaches skills needed for middle school and high school students. Plans/executes a balanced program and organizes class time so that preparation and instruction can be accomplished within the allotted time. Provides individual and small group instruction in order to adapt the curriculum to the needs of each student. Encourage students to develop individual skills to the greatest extent possible. Utilizes repertoire of all types of literature and teaching aids, including traditional and contemporary, that are appropriate for the ages and skill levels of students. Evaluates each student's growth, performance and understanding.

#### **Qualifications and Requirements**

Holds or eligible to hold an appropriate State of Vermont Teaching Credential or valid provisional certification issued by the Vermont Agency of Education with HQT Status.

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

*Communication skills.* Must collaborate with other teachers and special education teachers. In addition, teachers need to discuss students' needs with parents and administrators.

*Patience.* Teacher must be patient when students struggle with material.

*Resourcefulness.* Ability to explain difficult concepts in terms students can understand. Must be able to engage students in learning and adapt lessons to each student's needs.

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

- plan, prepare and deliver instructional activities that facilitate active learning experiences
- develop schemes of work and lesson plans
- establish and communicate clear objectives for all learning activities
- prepare classroom for class activities
- provide a variety of learning materials and resources for use in educational activities
- identify and select different instructional resources and methods to meet students' varying needs
- instruct and monitor students in the use of learning materials and equipment
- use relevant technology to support instruction
- observe and evaluate student's performance and development
- assign and grade class work, homework, tests and assignments
- provide appropriate feedback on work
- encourage and monitor the progress of individual students
- maintain accurate and complete records of students' progress and development
- update all necessary records accurately and completely as required by law, district policies and school regulations

- prepare required reports on students and activities
- manage student behavior in the classroom by establishing and enforcing rules and procedures
- maintain discipline in accordance with the rules and disciplinary systems of the school
- apply appropriate disciplinary measures where necessary
- perform certain pastoral duties including student support, counseling students with academic problems and providing student encouragement
- participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations
- participate in department and school meetings, parent meetings
- communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs
- keep updated with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities

#### **Staffing-Supervision and Evaluation**

Performance of the job will be evaluated in accordance with procedures as established by the Superintendent of Schools.

**Note:** This job description will serve as the conceptual basis for the position's performance expectations. Specific items may be deleted and priorities set for the position through conferencing with the Superintendent as part of the evaluation process.

#### **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 regularly required to stand, walk, and sit, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms, stoop, kneel or crouch. The employee must occasionally lift, carry, move and /or restrain school-aged children. The employee must frequently lift and/or move up to thirty (30) pounds and occasionally lift and/or move up to fifty (50) pounds. This position requires accurate perceiving of sound, handling and working with educational materials and objects, and providing oral information. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Employee is regularly required to handle stressful situations and resolve conflict.

**Work Environment:** Work is normally performed indoors, with some possible outdoor activity required. Noise level is generally moderate and includes sounds of office equipment and voices of students gathered together in a group setting.



## POSITION DESCRIPTION

### Two Rivers Supervisory Union

**Position Title:** School Wide Program (SWP) Teacher  
**Work Year:** Per Teacher Contract

**Reports to:** School Principal & CFP Administrator  
**Salary:** Per Teacher Contract

**Purpose:** The SWP Reading/Mathematics teacher will provide instructional support to accelerate student learning for those identified as needing academic assistance. This will include addressing the specific instructional needs of the student, setting goals and expectations, documenting student progress, and providing feedback to the student and his/her parents/guardians. The SWP teacher will work closely with the classroom teachers to develop and implement a seamless, integrated program designed to accelerate learning.

**Qualifications:** The SWP teacher must hold Highly Qualified status. Bachelors Degree Required, Shall hold the appropriate state license and endorsements in their area(s) of instruction. Excellent verbal and written communication skills; evidence of positive relationships with students and colleagues. Demonstrates knowledge of curriculum modification based on the understandings of learning theory in basic skill areas of reading, written language and mathematics; Classroom teacher experience preferred.

**General Description:** The SWP teacher implements reading and/or mathematics instruction for students and performs related duties in accordance with district policies and the terms of the teacher contract. The SWP teacher maintains a cooperative and professional attitude with staff, parents and students. The teacher is responsible for group and individualized remedial reading and/or mathematics instruction for those students who meet federal guidelines. The SWP teacher keeps student records and provides documentation in a timely manner.

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

- Conduct with classroom teachers an annual needs assessment in Language Arts and Mathematics. This should include at least three measurements of student achievement.
- Analyze and prioritize the needs assessment to determine eligibility for remedial services.
- Maintain timely records for all students. The records should include applicable assessment results, samples of student work, beginning and ending dates of student participation.
- Work closely and collaboratively with staff.
- Assist in administering all local and state assessments.
- Comply with Title I/SWP federal regulations.
- Design a schedule that provides direct instruction to students while minimizing to the extent possible lost instructional time in the regular classroom setting.

- Plan and implement, with the classroom teacher, individual, small group, and in-class remedial programs for identified students.
- Participate in parent/guardian conferences reporting on student progress. Initiate additional contact when warranted.
- Attend all appropriate EST/504/IEP meetings.
- Attend regular Title I/SWP meetings

**Terms of Employment:** Contract, salary and benefits as defined by the Master Agreement.

**Evaluation:** Evaluation will be done according to the Master Agreement.

**Physical Requirements**

**Environmental Conditions**

Drafted:

Adopted: