

Browning Public Schools  
**Board Agenda Request**  
Meeting To Be Held: 6/26/19



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**Recognition:** ☐ Students ☐ Staff ☐ Parents  
**Information:** ☐ Building Report ☐ Old Business ☐ Superintendent's Report  
**Action:** ☐ Resignation ☐ Hiring ☐ Contract Service Agreements  
☐ Travel Out-of-State ☐ Travel In State ☒ Approvals  
☐ Termination ☐ Legal Matters ☐ Other:  
This action request pertains to ☐ Elementary (only) ☒ High School/District Wide

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**Date:** 6/19/19

**To:** **Superintendent**  
Corrina Guardipee-Hall

**From:** Jeri Matt  
**Title:** Director of Curriculum & Instruction

**Subject: Amend High School Position from Business to Math Intervention**

**Description:** Due to the high number of tier 3 students in mathematics entering BHS and current students in need of an intervention, I recommend to change the Business Courses to a Math Intervention class(es) with a certified Math teacher. During the 2018/19 school year, Travis Miller, piloted the EdReady math program as an intervention and the students demonstrated growth, whereas the current intervention, Math 180 did not. During the June SBE, Travis integrated the Guided Math framework along with EdReady for the 2019-20 year. This framework would replace Math 180. In order to serve students who are in need of an intervention, we would need the extra sections, if not, then all the math courses will be at capacity or overloaded.

May 2019 Tier 3 grade 8=69 students entering Freshman

May 2019 Tier 3 grade 9=69 entering sophomores

May 2019 Tier 3 grade 10= 44 entering juniors

2018-19 Business classes total student enrollment=1<sup>st</sup> sem 35 with average class size of 5, 2<sup>nd</sup> sem 13 with average class size of 6 in only 3 periods throughout the day. 5 periods had zero students.

2017-18 Business classes total student enrollment=35, average class size 5

2016-17 Business classes total student enrollment=35, average class size 5

**Funding Source (Budget/grant, etc.):** General fund (no change)

**Attachment(s):** Job description

**Approval:** Superintendent's Office/Finance/Personnel as applicable (Initial) \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**Board Action:** ☐ N/A (Info) ☐ Approved ☐ Denied ☐ Tabled to: \_\_\_\_\_



**Browning Public Schools**  
**JOB DESCRIPTION**  
Effective: \_\_\_\_\_



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## **High School Math interventionist**

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### Summary of Functions

Ensures that students learn subject matter and skills through the implementation of the course framework in order to meet Montana Core Content Standards.

### Duties

- 1) Provides direct instruction to students as eligible for math services in individual and/or small group settings.
- 2) Uses identified needs to guide the learning process toward student achievement of math content standards.
- 3) Establishes clear objectives for all lessons, units, and projects using formal and informal assessment data obtained from students.
- 4) Uses a variety of manipulatives and hands-on activities to support content standards and the needs and capabilities of the individuals or student groups involved.
- 5) Creates a classroom environment and research-based program of study that is conducive to learning appropriate to the maturity and interests of the students.
- 6) Provides written evidence of preparation upon request of immediate supervisor.
- 7) Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities. Maintains accurate, complete, and correct records as required by law, district policy, administrative guidelines, or specific program requirements.
- 8) Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- 9) Make provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- 10) Conducts or participates in needed parent conferences and telephone conferences.
- 11) Conducts student assessments to identify those eligible for intervention services, to plan instruction, and/or to assist staff members in learning various assessment techniques. Assess the accomplishments of students on a regular basis and provide progress reports as required.
- 12) Collaborates, as needed, with appropriate district/campus personnel regarding students who may need specialized interventions.
- 13) Strives to maintain and improve professional competence through professional development activities.
- 14) Participates in discussions or activities focused on using research to improve math.
- 15) Participates in staff development focused on delivery of math intervention and assessment.
- 16) Other duties as assigned by the Superintendent or his/her designee.

### **Responsibilities**

1. Meetings - Attends and participates in meetings with parents, including home visits, at

- assigned school(s).
2. Public Relations – Projects a positive image of mental-behavioral health within school to students, families, and to the community.
  3. Records – Maintains a recordkeeping system for case management services that outline objectives for students. Prepares and submits required reports and related documentation.
  4. Staff Development – Participates in school and district staff training programs as needed to carry out the position duties. Shares and encourages the development of new concepts and findings in the field to enhance learning.
  5. Supervision-Provides purposeful direction and supervision to teacher assistants, tutors, and volunteers.
  6. Safety-Takes all necessary precautions to protect students, equipment, materials and facilities.
  7. Home to School Relations- communicates with parents to share information on student progress.
  8. Training- Participates in in-service and extended day training as assigned.
  9. Records-maintains accurate, complete and correct records and prepares reports as required law, district policy and administrative regulation.

## **Organizational Relationships**

Supervised by and reports to the building administrator or designee.

## **Qualifications**

Education/Experience-any combination of education and experiences that provide the skill and knowledge for successful performance, however the, applicants must meet the following minimum requirements.

1. BA Degree in Math
2. Valid State of Montana teaching certificate with appropriate endorsement(s)
3. Good Communication, problem solving, and organization skills
4. Ability to work with and motivate students
5. Ability to use effective assessment and instructional strategies to meet student needs in all curriculum areas.
6. Physical ability to sit for a portion of the time; walk and stand for extended periods.

## **Desirable Qualifications**

1. Prior teaching experience.
2. Knowledge and ability to assess and design instruction for a classroom of diverse learners.
3. Experience in working with Native American Communities.

## **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 information contained in this job description is for compliance with the Americans With Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position.