

# Galion City Schools Job Description

TITLE: CIVIL AIR PATROL (CAP) INSTRUCTOR

## GENERAL DESCRIPTION:

The Civil Air Patrol (CAP) Instructor will lead and manage the CAP program following CAP Regulations and Galion City School District (GCSD) Policies, Procedures, Vision, Mission, and philosophy. The Instructor will lead a district-wide CAP program and provide instruction in aerospace science and leadership, drills and ceremonies, physical training activities, and the proper wearing of the Air Force uniform. The Instructor will utilize the CAP curriculum to teach students citizenship, aerospace leadership, service to the community, teamwork, self-discipline, and personal responsibility to enable students to set and meet their goals for life.

TERMS OF EMPLOYMENT: 184 Days plus extended days

FLSA STATUS: Exempt

REPORTS TO: Assigned Building Principals  
Or designee

LAST ADOPTED: March 2024

## QUALIFICATIONS:

1. Satisfactorily pass a BCI background check.
2. Satisfactorily pass an initial FBI background check and subsequent FBI checks every five (5) years.
3. State of Ohio Teaching License.
4. A retired or veteran Air Force noncommissioned or commissioned officer in the pay grade of E-6 and above or O-3 and above with an excellent record of military performance, including drill experience, is strongly preferred. Retired or veteran individuals in the pay grade of E-6 and above or O-3 and above from other branches will be considered.
5. Must have completed, or be willing to complete, Level I of the CAP Senior Member Education and Training Program as outlined in CAPR 40-1 within 120 days of employment.
6. Must comply with CAP uniform standards per CAPR 39-1.
7. The Board may find such alternatives to the above qualifications appropriate and acceptable.

## ESSENTIAL FUNCTIONS:

### Teaching Responsibilities:

1. Follows the Ohio Licensure Code of Professional Conduct.
2. Possesses a sound background in the subject area and prepares for classes assigned, showing written evidence of preparation upon the request of the Principal, and writes plans for classroom activities appropriate for the current level of competence of the students.
3. Meets and instructs assigned classes in their locations and at the times designated.
4. Plans a program of instruction that meets the student's individual needs, interests, and abilities as much as possible, seeking the assistance of intervention specialists as required.
5. Provides instructions for substitute teachers.
6. Creates a classroom environment that is consistently conducive to learning and appropriate to the student's maturity and interests while encouraging open thought and new ideas.
7. Employs various instructional techniques and media, guides the learning process toward achieving curriculum goals through joint problem-solving, establishes clear objectives for all lessons, units, and projects, and communicates these objectives to the students.
8. Strives to implement, by instruction and action, the Board's philosophy of education and instruction goals and objectives.
9. Assesses student performance regularly, offers student feedback and provides progress and grade reports as required.
10. Interpret and review assessment and performance data with administrators and teachers; plan and implement appropriate action steps in response to assessment and performance data.
11. Takes reasonable precautions to protect students, equipment, materials, and facilities.
12. Maintains accurate, complete, and correct records as required by law and follows Board policy.
13. Develops reasonable classroom behavior and procedure rules that include a progressive discipline approach, maintains order in the classroom, enforces the Student Code of Conduct, and establishes school procedures.
14. Is open to acquiring new skills and improving professional competencies (i.e., workshops, in-service, professional leaves, coursework, and self-evaluation).
15. Attends staff meetings; serves on staff committees as needed.
16. Listens to and communicates skillfully with students, parents, administrators, other staff members, and the school community.
17. Supports the school's purpose through/with other staff members and maintains high expectations of students, oneself, and other professionals.
18. Encourages and supports learning by displaying attributes that include empathy, humor, and consistency.
19. Promotes cooperation and team effort through shared successes.
20. Demonstrates the ability to organize tasks to completion.
21. Identifies, analyzes, and solves problems.
22. Seeks to improve personal and organizational performance by measuring and monitoring outcomes.
23. Is open to change and willing to be involved in the change process.

### Civil Air Patrol Program Responsibilities:

1. Oversees and assumes responsibility for the CAP program at the assigned location.
2. Conducts the CAP program following applicable laws and adheres to all CAP regulations and policies.
3. Prepares an annual operational plan; develops a schedule for the year reflecting school activities and CAP objectives and activities; includes cadets in the planning; organizes cadets and resources toward objectives.
4. Maintains student records; provides enrollment and other student reports as specified by CAP.
5. Manages unit logistics and maintains supply operations per CAP regulations.
6. Assist with student recruitment, marketing of the CAP program, and conduct a public relations program in the school community.
7. Teaches CAP cadets the curriculum as prescribed; achieves the program's curricular requirements and learning standards; attains and improves proficiency in all military and other subjects taught; continuously improves CAP instruction by staying abreast of new and alternative instructional and motivational techniques; recommends changes to the curriculum.
8. Counsels students on their academic performance and as members of the Corps of Cadets; assists interested students in applying for collegiate scholarships and/or completing service academy applications.
9. Performs tasks required of all other teachers in the school.
10. Plans, organizes, and conducts extracurricular activities, such as color guard, orienteering, drill teams, adventure training, and CAP community service activities.
11. Conducts risk assessment for all activities; observes and enforces all CAP and school safety guidelines.
12. Progresses through the CAP qualification program and participates in recurring instructor conferences and other CAP-specific professional development opportunities.
13. Prepares the unit for official visits and formal inspections.
14. Coordinates summer cadet activities attendance and conducts training and other activities as needed.
15. Ability to challenge, motivate, and positively influence young people.
16. Willingness to devote the time needed to effectively spend the additional time needed to effectively meet the school's challenges, objectives, and purposes.
17. Must be able to conduct drill practice and leadership labs as needed during times outside of regular school hours.
18. Wear and display the CAP uniform per CAPR 39-1 at least four days per week.
19. Work to create a positive presence in the school community.
20. Coordinate with other CAP units to enhance opportunities for cadets.
21. Promotes cooperation and team effort through shared successes.

OTHER DUTIES AND RESPONSIBILITIES:

1. Serves as a role model for students in conducting themselves as citizens and responsible, intelligent human beings.
2. Helps instill in students the belief in and practice of ethical principles and democratic values.
3. Conducts other duties as assigned by their supervisor.

ADDITIONAL WORKING CONDITIONS:

1. Occasional exposure to blood, bodily fluids, and tissue.
2. Occasional interaction among unruly children.
3. Encounters with angry, rude, and/or unpleasant individuals.

EVALUATION:

This position's performance will be evaluated per the provisions of the Board's policy on evaluating personnel.

EMPLOYEE ACKNOWLEDGEMENT:

This job description does not state or imply that these are the only duties and responsibilities to be performed by the position incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor, appointing authority, or designee. My signature below signifies that I have reviewed the contents of my job description and am aware of my position's requirements.

Printed Name of Employee: \_\_\_\_\_

Signature of Employee: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

# Galion City Schools Job Description

TITLE: CLASSROOM TEACHER

## GENERAL DESCRIPTION:

Provide an appropriate educational atmosphere that encourages student learning and the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturity following District philosophy, goals, and objectives. Cultivate collaboration with other classroom teachers and non-instructional and administrative staff.

TERMS OF EMPLOYMENT: 184 Days

FLSA STATUS: Exempt

REPORTS TO: Assigned Building Principal  
Or designee

LAST REVISED: March 2024

## QUALIFICATIONS:

1. Satisfactorily pass a BCI background check.
2. Satisfactorily pass an initial FBI background check and subsequent FBI checks every five (5) years.
3. State of Ohio Teaching License.
4. Shall meet requirements of law and be governed by State law.
5. The Board may find such alternatives to the above qualifications appropriate and acceptable.

## ESSENTIAL FUNCTIONS:

1. Follows the Ohio Licensure Code of Professional Conduct.
2. Possesses a sound background in the subject area and prepares for classes assigned, showing written evidence of preparation upon the request of the Principal, and writes plans for classroom activities appropriate for the current level of competence of the students.
3. Meets and instructs assigned classes in their locations and at the times designated.
4. Plans a program of instruction that meets the student's individual needs, interests, and abilities as much as possible, seeking the assistance of intervention specialists as required.
5. Provides instructions for substitute teachers.
6. Creates a classroom environment that is consistently conducive to learning and appropriate to the student's maturity and interests while encouraging open thought and new ideas.
7. Employs various instructional techniques and media, guides the learning process toward achieving curriculum goals through joint problem-solving, establishes clear objectives for all lessons, units, and projects, and communicates these objectives to the students.
8. Strives to implement, by instruction and action, the Board's philosophy of education and instruction goals and objectives.

9. Assesses student performance regularly, offers student feedback and provides progress and grade reports as required.
10. Interpret and review assessment and performance data with administrators and teachers; plan and implement appropriate action steps in response to assessment and performance data.
11. Takes reasonable precautions to protect students, equipment, materials, and facilities.
12. Maintains accurate, complete, and correct records as required by law and follows Board policy.
13. Develops reasonable classroom behavior and procedure rules that include a progressive discipline approach, maintains order in the classroom, enforces the Student Code of Conduct, and establishes school procedures.
14. Is open to acquiring new skills and improving professional competencies (i.e., workshops, in-service, professional leaves, coursework, and self-evaluation).
15. Attends staff meetings; serves on staff committees as needed.
16. Listens to and communicates skillfully with students, parents, administrators, other staff members, and the school community.
17. Supports the school's purpose through/with other staff members and maintains high expectations of students, oneself, and other professionals.
18. Encourages and supports learning by displaying attributes that include empathy, humor, and consistency.
19. Promotes cooperation and team effort through shared successes.
20. Demonstrates the ability to organize tasks to completion.
21. Identifies, analyzes, and solves problems.
22. Seeks to improve personal and organizational performance by measuring and monitoring outcomes.
23. Is open to change and willing to be involved in the change process.

#### OTHER DUTIES AND RESPONSIBILITIES:

1. Serves as a role model for students in conducting themselves as citizens and responsible, intelligent human beings.
2. Helps instill in students the belief in and practice of ethical principles and democratic values.
3. Conducts other duties as assigned by their supervisor.

#### ADDITIONAL WORKING CONDITIONS:

1. Occasional exposure to blood, bodily fluids, and tissue.
2. Occasional interaction among unruly children.
3. Encounters with angry, rude, and/or unpleasant individuals.

#### EVALUATION:

This position's performance will be evaluated per the provisions of the Board's policy on evaluating personnel.

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Signature of Employee: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

# Galion City Schools Job Description

TITLE: INTERVENTION SPECIALIST TEACHER

## GENERAL DESCRIPTION:

The Intervention Specialist Teacher will provide classroom instruction to students with specific learning disabilities and serve as a case manager for students who receive special education services. As the case manager, this teacher will assess, plan, implement, coordinate, monitor, and evaluate throughout the continuum of services under the direction of the assigned school administrator.

TERMS OF EMPLOYMENT: 184 Days

FLSA STATUS: Exempt

REPORTS TO: Assigned Building Principal  
Or designee

LAST REVISED: March 2024

## QUALIFICATIONS:

1. Satisfactorily pass a BCI background check.
2. Satisfactorily pass an initial FBI background check and subsequent FBI checks every five (5) years.
3. State of Ohio Intervention Specialist Teaching License.
4. Shall meet requirements of law and be governed by State law.
5. The Board may find such alternatives to the above qualifications appropriate and acceptable.

## ESSENTIAL FUNCTIONS:

1. Follows the Ohio Licensure Code of Professional Conduct.
2. Complete Crisis Prevention Intervention (CPI) training within 60 days of hire.
3. Maintain a current CPI training status.
4. Provides instructional support for students with special needs in accordance with the Department of Education and Workforce guidelines and the Special Education Division code requirements.
5. Is aware of, maintains, anticipates, and complies with Individual Education Program (IEP) timelines.
6. Works cooperatively with classroom teachers, coordinating placements, interpreting these students' abilities and disabilities for the students' teachers, assisting the students with regular class requirements, and uses a best practices approach to instruction for students with special needs.
7. Confers frequently with parents and professional staff members regarding students' academic performance and educational, social, and personal goals.
8. Assists other professional staff members in working to resolve each student's unique psychological or disciplinary problems.
9. Interpret and review assessment and performance data with administrators and teachers; plan and implement appropriate action steps in response to assessment and performance data.
10. Set high expectations for students, consistent with educational data and suitable for individual learners.
11. Assists in screening, evaluating, and recommending placements of applicants in the school's students with special needs program.
12. Supports students using coping skills when working through educational, behavioral, or occupational challenges.
13. Establishes, cultivates, and maintains supportive relationships with students.
14. Works alongside the behavior staff to implement research-based best practices to anticipate and manage the behavior challenges that students may present.
15. Assists students with special needs and their parents in making a realistic assessment of their abilities and establishing educational and occupational goals that are in keeping with these abilities.
16. Evaluate student progress and provide written reports to parents according to state and school district requirements.
17. Completes IEP and schedules parent conferences according to federal and state regulations.
18. Participates in in-service training as assigned.
19. Performs non-instructional responsibilities on the same basis as the general teaching staff.
20. Maintain records as Board policy requires, including the documentation of service minutes, interventions, and other supports listed in the IEP.
21. Assists the school psychologist with placement recommendations and testing procedures.
22. Makes special efforts to communicate educational performance when needed.
23. Cooperates with other classroom teachers in the inclusion of students.
24. Present clear, complete, and accurate explanations suitable to the level of learners.
25. Give positive reinforcement to acceptable academic and social behavior; motivate students.
26. Demonstrates the ability to organize tasks to completion.
27. Identifies, analyzes, and solves problems.
28. Seeks to improve personal and organizational performance by measuring and monitoring outcomes.
29. Is open to change and willing to be involved in the change process.

OTHER DUTIES AND RESPONSIBILITIES:

1. Serves as a role model for students in conducting themselves as citizens and responsible, intelligent human beings.
2. Helps instill in students the belief in and practice of ethical principles and democratic values.
3. Conducts other duties as assigned by their supervisor.

ADDITIONAL WORKING CONDITIONS:

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Signature of Employee: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

# Galion City Schools Job Description

TITLE: INSTRUCTIONAL COACH

## GENERAL DESCRIPTION:

Instructional coaches are a critical lever in improving student achievement and learning experiences. The coach's role is to build teacher capacity and understanding of high-quality instructional practices. An instructional coach models continuous improvement and lifelong learning and goes above and beyond to ensure student success. Instructional coaches work collaboratively with all stakeholders to promote reflection and provide guidance and structure where needed to improve the learning experience for all students. They model, co-plan, co-teach, and provide non-evaluative feedback to teachers about high-quality learning strategies. The instructional coach will demonstrate and model a passion for reflective practice and improved professional practice. This is NOT a supervisory position and DOES NOT include evaluation of colleagues.

TERMS OF EMPLOYMENT: 184 Plus Ten (10) extended days if needed at their daily rate

FLSA STATUS: Exempt

REPORTS TO: Supervisor of Learning Improvement  
Or designee

LAST REVISED: March 2024

## QUALIFICATIONS:

1. State of Ohio Teaching License
2. Valid Driver's License
3. Good moral character, ethics, and attendance record
4. Satisfactorily pass a BCI background check.
5. Satisfactorily pass an initial FBI background check and subsequent FBI checks every five (5) years.
6. Minimum of five (5) years experience teaching, with a record of impacting student achievement
7. Proven ability to work cooperatively and effectively with colleagues, including creating and nurturing a professional community of adult learners
8. Demonstrated leadership and strong interpersonal skills, including giving and receiving constructive feedback
9. Proven ability in using student-level data to guide instructional decisions
10. Strong pedagogical knowledge and content expertise
11. Demonstrated expertise in oral and written communication

## ESSENTIAL FUNCTIONS:

1. Model lessons in classrooms as needed
2. Support the instructional development of all teachers in understanding curriculum, varied assessments, and data analysis.
3. Build strong relationships with teachers, administrators, and other coaches.
4. Support teachers and building administrators with district curriculum initiatives to ensure fidelity to programming and effective instructional strategies.
5. Create an articulated schedule(s) with the Supervisor of Learning Improvement to meet building/district needs.
6. Provide coaching support to collaborative teams within buildings
7. Assist teachers with resources, materials, tools, and information to support classroom instruction and planning
8. Support teachers and administrators in using data to improve instruction on all levels
9. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students
10. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success if requested.
11. Develop staff members' knowledge, skills, attitudes, and behaviors through various professional development targeted topics and designs.
12. Develop and collaborate coaching goals with teachers to ensure adult and student improvement.
13. Contribute to developing systems and structures to improve teacher practice within schools.
14. Provide job-embedded informal professional learning beyond the coaching responsibility.
15. Attend monthly meetings with the Supervisor of Learning Improvement
16. Participate on the Multidisciplinary Team as a collaborative, knowledgeable colleague to improve instructional practices at GCSD.
17. Attend professional development sessions directed by the Chief Academic Officer/Supervisor of Learning Improvement.
18. Assist building and district leadership in interpreting district instructional programs to the community and stakeholders.
19. Attend teacher-based team and building leadership team meetings.
20. Support buildings with family engagement events that pertain to their coaching role.
21. Participates in instructional rounds and walkthroughs.
22. Support and Plan with Building Leadership to facilitate data analysis, instructional planning, and student intervention response meetings.
23. Attends professional development opportunities that will contribute to district improvement.
24. Demonstrates the ability to organize tasks to completion.
25. Identifies, analyzes, and solves problems.
26. Seeks to improve personal and organizational performance by measuring and monitoring outcomes.
27. Is open to change and willing to be involved in the change process.

OTHER DUTIES AND RESPONSIBILITIES:

- 1. Serves as a role model for students in conducting themselves as citizens and responsible, intelligent human beings.
- 2. Helps instill in students the belief in and practice of ethical principles and democratic values.
- 3. Conducts other duties as assigned by their supervisor.

ADDITIONAL WORKING CONDITIONS:

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EVALUATION:

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Signature of Employee: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

# Galion City Schools Job Description

TITLE: SECONDARY SCHOOL COUNSELOR

## GENERAL DESCRIPTION:

The school counselor helps students attain an optimum level of personal and social adjustment and assists with their academic and social-emotional development. Provide support and leadership in implementing a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote educational, social-emotional, and college/career development while ensuring equity and access for all students. The school counselor serves as a systems change agent to improve all students' equity, access, achievement, and opportunities. The school counselor works with students to help them better understand themselves and others, develop their talents to their maximum potential, and gain emotional and social maturity and career awareness. The school counselor consults school staff and students' families and facilitates communication between school and home to achieve student success.

TERMS OF EMPLOYMENT: 184 days plus extended days

FLSA STATUS: Exempt

REPORTS TO: Assigned Building Principal and Chief of Student Services  
Or designee

LAST REVISED: March 2024

## QUALIFICATIONS:

1. Satisfactorily pass a BCI background check.
2. Satisfactorily pass an initial FBI background check and subsequent FBI checks every five (5) years.
3. Appropriate State of Ohio licensure.
4. Master's Degree in School Counseling.
5. Uphold ASCA ethical and professional standards.
6. Experience in counseling and working with students and families.

## ESSENTIAL FUNCTIONS:

1. Follows the Ohio Licensure Code of Professional Conduct.
2. Complete Crisis Prevention Intervention (CPI) training within 60 days of hire.
3. Maintain a current CPI training status.
4. Encourage students to problem solve, identify options, formulate goals, and become increasingly self-directive.
5. Participate as a member of the school's PBIS team.
6. Assists administration in preparing the master schedule.
7. Maintain positive, non-punitive relationships with students and respect their confidences.
8. Maintains a confidential record of students seen.
9. Provides an orientation program for all students new to the building.
10. Assist with registration, scheduling, and orientation of new students.

11. Conducts counseling interviews related to the areas of academic development, social-emotional development, and career development.
12. Recognizes behavior patterns that may be symptomatic of educational or emotional problems.
13. Explores reasons for behavior deviation in cases referred to the administration for disciplinary action when needed.
14. Consult parents and school staff about student attendance, achievement, and stuck points.
15. Deliver individual and group career counseling activities.
16. Provide materials and preparation for college admission tests (when applicable).
17. Assist students in completing applications and making necessary arrangements to meet testing schedules (when applicable).
18. Assist with completing student scheduling requests and senior plans after graduation (when applicable).
19. Serves as a consultant to classroom teachers and parents.
20. Advocate for students at individual education plan (IEP) meetings, 504 meetings, and other student-focused meetings as needed.
21. Participate in a graduation status update meeting with case managers of students with IEPs to the Chief of Student Services by October 1.
22. Analyze data to identify student issues, needs, and challenges
23. Provide applications for post-secondary education admissions, scholarships, and financial aid grants; assist students in completing forms; transcript preparation (when applicable).
24. Write recommendations for students applying for post-secondary education admissions or job placement; assist in job placement (when applicable).
25. Conduct an annual follow-up study of high school graduates (when applicable).
26. Conduct classroom lessons based on student success standards.
27. Maintains liaison with community agencies and referral services.
28. Assists in proper referrals of individuals to agencies and specialists in the community as appropriate.
29. Researches, compiles, and reports on student performance as requested by the administration.
30. Demonstrates the ability to organize tasks to completion.
31. Identifies, analyzes, and solves problems.
32. Seeks to improve personal and organizational performance by measuring and monitoring outcomes.
33. Is open to change and willing to be involved in the change process.

#### OTHER DUTIES AND RESPONSIBILITIES:

1. Serves as a role model for students in conducting themselves as citizens and responsible, intelligent human beings.
2. Helps instill in students the belief in and practice of ethical principles and democratic values.
3. Conducts other duties as assigned by their supervisor.

#### ADDITIONAL WORKING CONDITIONS:

1. Occasional exposure to blood, bodily fluids, and tissue.
2. Occasional interaction among unruly children.
3. Encounters with angry, rude, and/or unpleasant individuals.

#### EVALUATION:

This position's performance will be evaluated per the provisions of the Board's policy on evaluating personnel.

EMPLOYEE ACKNOWLEDGEMENT:

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Printed Name of Employee: \_\_\_\_\_

Signature of Employee: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

# **Galion City Schools Job Description**

**TITLE:** SPEECH-LANGUAGE PATHOLOGIST

**GENERAL DESCRIPTION:**

To help reduce or eliminate speech, language, and hearing impairments that interfere with the individual student's ability to derive full benefit from the district's educational program.

**TERMS OF EMPLOYMENT:** 184 days plus extended days

**FLSA STATUS:** Exempt

**REPORTS TO:** Principal and Chief of Student Services  
Or designee

**LAST REVISED:** March 2024

**QUALIFICATIONS:**

1. Satisfactorily pass a BCI background check.
2. Satisfactorily pass an initial FBI background check and subsequent FBI checks every five (5) years.
3. Appropriate State of Ohio Licensure.

## ESSENTIAL FUNCTIONS:

1. Follows the Ohio Licensure Code of Professional Conduct.
2. Identification of children with speech and language impairments.
3. Diagnosis and appraisal of specific speech and/or language impairments.
4. Referral for medical or other professional attention necessary for rehabilitating speech or language impairments.
5. Is aware of, maintains, anticipates, and complies with Individual Education Plans (IEP) timelines.
6. Provide speech and language services for the habilitation or prevention of communicative impairments.
7. Provide counseling and guidance to parents, children, and teachers regarding speech and language impairments.
8. Assisting in local procedures development related to speech and language impairments.
9. Serves as a consultant to classroom teachers.
10. Providing professional development for school staff related to speech and language impairments.
11. Keeping thorough ongoing records for the individual student receiving therapy or other school-provided speech services.
12. Maintains a list of referred, screened, and eligible students and a directory of outside agencies, consultants, specialists, and related services.
13. Compiles case history data on those cases where additional family history, health history, early developmental history, and environmental history are deemed appropriate.
14. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.
15. Maintain records as required by Board policy.
16. Serves as a resource to school staff members in developing balanced oral communication and speech practices.
17. Provides a therapeutic program to meet the individual needs of speech, language, and hearing-impaired students.
18. Assists and guides teachers in observing, describing, and referring to suspected and identified speech, language, and hearing impairments.
19. Provides a thorough assessment and diagnosis of speech, voice, hearing, fluency, and language impairments.
20. Provides screening to identify speech-impaired children at regular intervals and specified levels.
21. Assists in referrals to appropriate resources.
22. Schedule assigned students as appropriate to ensure service minutes are attained.
23. Provides information, support, and counseling to parents and families when appropriate.
24. Collaborates with classroom teachers and other school staff members to implement therapy by suggestions for the student's daily activities.
25. Demonstrates the ability to organize tasks to completion.
26. Identifies, analyzes, and solves problems.
27. Seeks to improve personal and organizational performance by measuring and monitoring outcomes.
28. Is open to change and willing to be involved in the change process.

OTHER DUTIES AND RESPONSIBILITIES:

1. Serves as a role model for students in conducting themselves as citizens and responsible, intelligent human beings.
2. Helps instill in students the belief in and practice of ethical principles and democratic values.
3. Conducts other duties as assigned by their supervisor.

ADDITIONAL WORKING CONDITIONS:

1. Occasional exposure to blood, bodily fluids, and tissue.
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EVALUATION:

This position's performance will be evaluated per the provisions of the Board's policy on evaluating personnel.

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Signature of Employee: \_\_\_\_\_

Date of Signature: \_\_\_\_\_