CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Assistant Principal

REPORTS TO: Principal

QUALIFICATIONS: Shall meet state minimum certification requirements for a school principal as specified in the Department of Education Bulletin 746 and as mandated by the Central Community School System at the time of appointment to this position. At least five years of successful teaching experience.

SUPERVISES: Instructional Personnel, as assigned by Principal

SCOPE OF RESPONSIBILITIES:

This person in this position is responsible for assisting the principal in the effective managing of programs, acquiring personnel materials, and maintaining facilities in order to develop an optimum learning climate for the unique needs of a particular school site. This person shall assist the principal in directing the operation of the school in accordance with policies established by the Louisiana Board of Elementary and Secondary Education, the State Department of Education, and the Central Community School Board. This person has a secondary responsibility to provide an educational program that is responsive to student needs, while at the same time addressing the goals and objectives of both the system and the school. The assistant principal shall help plan, implement, monitor, and evaluate functions of the overall management and leadership of the school. This person shall aid and support the principal in the school’s operation within the financial limitations of the system and site.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information and respond to questions from staff, superintendent, school board, news media and the public.

Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.
Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

Eleven Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

Vision
- Works collaboratively with the school community in developing and maintaining a shared school vision.
- Brings the school vision to life by using it to guide decision making about students and the instructional program.
- Maintains faculty focus on developing learning experiences that will enable students to prosper both in subsequent grades and as adults.
- Maintains open communications with the school community by effectively conveying to the community high expectations for student learning.
- Assists and supports the principal in providing opportunities for collaboration, exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement.
- Assists the principal in monitoring, assessing, and revising the school vision and goals as needed.
- Fosters the integration of students into mainstream society while valuing student and faculty diversity.

Teaching and Learning
- Recognizes, models, and promotes effective teaching strategies that enable students to apply what they learn to real-world experiences.
- Encourages and supports the use of both innovative, research-based teaching strategies to actively engage students in solving complex problems and developing methods of student assessment which will enhance learning for all students.
- Conducts frequent classroom visits and periodic observations, provides constructive feedback to faculty and staff, and suggests models of effective teaching techniques when needed.
- Fosters a caring, growth-orientated environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized.
- Promotes collaboration and a team building spirit among faculty.

School Management
- Maintains a safe, secure, clean, and aesthetically pleasing physical school plant.
- Establishes and/or implements laws, policies, regulations, and procedures that promote effective school operations.
• Maintains a positive school environment where proper student discipline is the norm.
• Manages fiscal resources responsibly, efficiently, and effectively and encourages others to do so as well.
• Manages human resources responsibly by selecting and inducting new personnel, assigns and evaluates all staff, and assigns and evaluates steps to build an effective school staff.
• Monitors support services such as transportation, food, health, and extended care responsibly.
• Provides and coordinates appropriate co-curricula and extra-curricula activities.
• Uses shared decision effectively in the management of the school.
• Manages time and delegates appropriate administrative tasks to maximize attainment of school goals.
• Uses available technology to manage school operations.
• Monitors and evaluates school operations and uses feedback appropriately to enhance effectiveness.

School Improvement
• Assists the principal by providing ongoing opportunities for staff to reflect on their roles and methods in light of student standards and school goals.
• Grows professionally by engaging in professional development activities and making such activities available to others.
• Facilitates school-based research and uses it and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact teaching and learning.
• Fosters the continuous involvement and commitment of the school community in promoting the progress and attaining high standards for all students.
• Enhances school effectiveness by appropriately integrating the processes of teacher selection, evaluation, and professional development along with school improvement.

Professional Development
• Communicates a focused vision for both school and individual professional growth.
• Uses research and data from multiple sources to design and implement professional development activities.
• Secures the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies.
• Provides opportunities for individual and collaborative professional development.
• Provides incentives for learning and growth and encourages participation in professional development activities at the national, state, and parish levels.
• Assesses the overall impact of professional development activities on the improvement of teaching and student learning.

School and Community Relations
• Is visible and involved in the community and treats members of the school community equitably.
• Involves the school in the community while keeping the school community informed.
• Uses school-community resources to enhance the quality of school programs, including those resources available through business and industry.
• Recognizes and celebrates school successes publicly.
• Communicates effectively, both interpersonally and through the media.

Professional Ethics
• Models ethical behavior at both the school and community levels.
• Communicates high expectations of ethical behavior to others.
• Respects the rights and dignity of others.
• Provides accurate information without violating the rights of others.
• Develops a caring school environment in collaboration with faculty and staff.
• Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
• Minimizes bias in self and others and accepts responsibility for personal decisions and actions.
• Swiftly addresses unethical behavior in self and others.

General Operations
The assistant principal, working very closely with the principal, would help to address the following issues:
• Supervises all personnel assigned to the school.
• Maintains a visible and accessible presence in the school.
• Protects instructional time when scheduling events and communication efforts.
• Ensures that school facilities are conducive to a positive school environment.
• Assumes a responsibility for all physical properties assigned to the school.
• Plans, prepares, and distributes student and faculty handbooks.
• Cooperates with community agencies whose purpose relates to health, safety, and welfare of students.
• Assumes a responsibility for closing-of-school activities.

EVALUATION
• Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan.

Reviewed and agreed to __________________________ Date ____________

Employee Signature

Received by __________________________ Date ____________

Signature and Title

Note:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Intervention Teacher
Funding Source: IDEA

REPORTS TO: Principal

QUALIFICATIONS:
Louisiana Teaching Certificate/Highly qualified for elementary level; Masters degree preferred; Demonstrated successful teaching experience (3 years plus); Experience in differentiated instruction and student assessment.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information and respond to questions from staff, superintendent, school board, news media and the public.

Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.

Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

SCOPE OF RESPONSIBILITIES:
Through a collaborative inclusive process Intervention Teacher assesses, plans and co-ordinates, and implements developmental programs to ensure that struggling learners are supported holistically to reach their full potential.

The purpose of the Intervention Teacher is to provide effective, efficient and equitable early intervention services in accordance with the goals, objectives and policies of the Central Community School System.

The Intervention Teacher monitors and implements effective and equitable interventions for struggling learners.

The Intervention Teacher, while working individually, plays an integral role in instructional teams providing guidance and instruction to learners.

Nine Month Position.
PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

Knowledge/Experience

Knowledge of:
- The LA Comprehensive Curriculum
- Early childhood development, learning and behaviour for struggling learners
- Effective early childhood teaching practices
- A range of assessment and intervention frameworks
- Trends in early childhood and early intervention education.
- Progress Monitoring

Working Relationships:

- Liaise with, and work collaboratively with the teachers and ancillary staff
- Develop and maintain effective working relationships with parents
- Develop and maintain effective working relationships with learners
- Liaise with and work collaboratively with members of Pupil Appraisal Team
- Undertake qualitative and quantitative assessment of intervention outcomes.
- Maintain accurate service provision records and student files.
- Ensure the best interests of the learner are fundamental to service delivery.
- Aim to implement interventions that are integrated into the educational program.
- Work effectively with students across a diverse range of settings and circumstances.
- Use specialist skills and knowledge to contribute to a team approach to promote best outcomes for the learner.

Reporting

The Early Intervention Teacher will be responsible for providing timely and objective reports as required.

- Report regularly to the Student Assistance Team on students’ responsiveness to interventions.
- Keep the Pupil Appraisal contact person apprised of student progress.

Specific Knowledge and Skills:

- The ability to undertake a range of formal and informal assessment procedures using a range of assessment tools and to interpret the results.
- The ability to translate specialist knowledge into practical information that will assist in the development, delivery and support of individual programs in order to overcome barriers to learning.
- The ability to teach and empower both the individual learner and the classroom teacher to ensure integrated effective management of the learner’s needs.
- Strong interpersonal skills particularly relating to the establishment of effective relationships with teachers and administrators.
- A satisfactory level of technical and professional skills/knowledge in job related areas and application of that knowledge in the course of one’s work; keeping abreast of current developments and trends in areas RTI and progress monitoring.
- Creating a sense of ownership of job by providing clear expectations, control of resources, responsibility and coaching; offering help without removing responsibility.
- Securing relevant information and identifying key issues and relationships from a base of information; relating and comparing data from different sources.
- Proactively looking for new ways of approaching situations and solving problems. Taking responsibility for achieving required outcomes.
- Working effectively with others inside and outside the organization; taking actions that demonstrate consideration for others and awareness of the impact of one’s behaviour on others.
- Facilitating positive and collaborative working relationships among people to maximize effectiveness and change.
- Expressing ideas effectively in individual and group situations (including non-verbal communication); adjusting language or terminology to the characteristics and needs of the audience.
- Working effectively with a range of cultures, demonstrating an understanding of cultural differences.
- Working effectively with and through others, and using an appropriate approach and style to influence and support others to achieve required outcomes and promote innovation.

**EVALUATION**

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan.

This is a 9 month position.

Reviewed and agreed to __________________________ Date______________

Employee Signature

Received by __________________________ Date______________

Signature and Title

**Note:**

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM  
JOB DESCRIPTION

TITLE: Middle School Instructional Facilitator (ELA/SS)  
Funding Source: Title I

REPORTS TO: Principal

QUALIFICATIONS: Shall meet state minimum certification requirements for a teacher as specified in the Department of Education Bulletin 746 and as mandated by the Central Community School System at the time of appointment to this position.

Primary job qualifications for the Instructional Facilitator include:

- Master’s degree in education with emphasis appropriate to the assignment. (National Board Certification may substitute for Master’s degree)
- Highly Qualified in Middle School English/Language Arts
- Five (5) years of classroom teaching experience at a level appropriate to the assignment.
- 1 year of demonstrated experience in facilitating and training groups of adults in an educational setting.
- Experience using computers in the classroom and for data management.

SCOPE OF RESPONSIBILITIES:

The Middle School ELA/Social Studies Facilitator in the Central Community School System plays a critical role in ensuring that the school reaches its goal of helping all students achieve academic proficiency with the skills, knowledge, and work ethic needed to thrive in a rigorous curriculum.

The Middle School Instructional Facilitator will have responsibilities that span curriculum and lesson plan development, assessment management and coordination, instructional practice implementation, and professional development.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information and respond to questions from staff, superintendent, school board, news media and the public.
Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.

Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

Nine Month Position.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

- Responsible for facilitating continuous improvement in classroom instruction by providing instructional support to teachers in the elements of State of the Art Instruction, demonstrating the alignment of instruction with curriculum standards and assessment tools.
- Assists teachers in analyzing classroom and state assessment data to advise teacher’s practices and driver revisions and re-teaching.
- Provides demonstration lessons in curriculum and teaching techniques for classroom teachers and others as required. Facilitates communication between and among teachers, within and across grade levels.
- Assists and designs instruction plans for struggling learners and accelerated learners.
- Assists in the implementation of staff development components of the school plan.
- Plans and provides professional development learning opportunities for classroom teachers by conducting formal workshops, group discussions and one-on-one mentoring. Uses established strategies for teaching adult learners and evaluates outcomes through use of written assessment tools.
- Provides assistance as needed to teachers and additional mentoring to new teachers.
- Participates in district provided training.
- Facilitates district level training when appropriate.
- Coordinates curriculum and/or program implementation with classroom teachers, parents, and other staff and outside resources.
- Will be required to attend evening meetings periodically and work a flexible schedule.
- May serve on District committees, cadres, or building site council.

EVALUATION

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan
Note:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Lead Officer, JROTC Program

REPORTS TO: Principal

QUALIFICATIONS:

Education/Experience- as set forth by Military Officials and Department of the Army.

Language Skills- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals, ability to write routine reports and correspondence, ability to speak effectively before groups of customers or employees.

Reasoning Ability-Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form, ability to deal with problems involving several concrete variables in standardized situations.

Personal Characteristics- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public and the ability and initiative to plan, organize, and carry out assignments under minimum supervision.

SCOPE OF RESPONSIBILITIES:

Position is responsible for instructing secondary school students in the JROTC curriculum.

Twelve Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Monitors and instructs cadets in the JROTC curriculum during the school year.
- Collects data on new employees for headquarters.
- Develops long and short range plans for achieving curriculum goals, gathers appropriate materials, establishes clear objectives for lesson, and formulates appropriate lesson plans.
- Consolidates and compiles information reports for headquarters.
- Evaluates student progress and counsels cadets on their performance with in the JROTC program.
- Coordinates and consolidates awards information for several organizations.
Assembles and prepares for distribution of various reports, training schedules, and curriculum materials.
Organizes, supervises and participates in extracurricular activities for JROTC cadets to include color guard, drill teams and other special activities.
Determines and prepares special events where JROTC students participate.
Files correspondence records and regulations.
Responsible for the screening and storage of files for future use.
Maintains JROTC student records as required by the Department of Army regulations and local policies.
Complies with Army and school district safety guidelines when instructing, supervising, monitoring, and accompanying cadets.
Maintains supply accountability in strict compliance with Army security regulations.
Directs the competitive rifle marksmanship program within Central High School and adjacent systems with JROTC Programs.
Models nondiscriminatory practices in all activities.
Post and files initial distribution changes to all regulations pertaining to administrative training, and curriculum of all JROTC Programs.
Neat, well groomed, appropriately dressed appearance.
Performs other related duties as required or assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date ______________
Employee Signature

Received by _____________________________ Date ______________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.

340: File # 340 Lead Officer, JROTC        Revised 8/8/08
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Specialist, JROTC Program

REPORTS TO: Principal

QUALIFICATIONS:

Education/Experience- High School Diploma or GED; two or four years job-related experience; or equivalent combination of education and experience.

Language Skills- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals, ability to write routine reports and correspondence, ability to speak effectively before groups of customers or employees.

Reasoning Ability- Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form, ability to deal with problems involving several concrete variables in standardized situations.

Skills Related- Ability to type at a minimum of 50 correct words per minute and to operate office machines such as a typewriter, copying machine, duplicating machine, calculator and word processor.

Personal Characteristics- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public and the ability and initiative to plan, organize, and carry out assignments under minimum supervision.

SCOPE OF RESPONSIBILITIES:

Assists in the maintaining of files and reports for the JROTC Program and performs related clerical duties.

Ten Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Calculates reimbursements to Central Schools on pay for instructors and various bills and prepares forms.
- Collects data on new employees for headquarters.
- Consolidates and compiles information reports for headquarters.
- Coordinates and consolidates awards information for several organizations.
• Assembles and prepares for distribution of various reports, training schedules, and curriculum materials.
• Types correspondence, schedules, proposals, reports, and other documents.
• Assists in preparation of administration for special events where JROTC students participate.
• Files correspondence records and regulations.
• Assists in screening and storage of files for future use.
• Places and receives telephone messages.
• Operates office machines.
• Sorts and prepares for distribution mail into and out of JROTC Administrative Office.
• Assists in the competitive rifle marksmanship program within Central High School and adjacent systems with JROTC Programs.
• Posts and files initial distribution changes to all regulations pertaining to administrative training, and curriculum of all JROTC Programs.
• Neat, well groomed, appropriately dressed appearance.
• Performs other related duties as required or assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________
Employee Signature

Received by _____________________________ Date _____________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: School Counselor

REPORTS TO: School Principal

QUALIFICATIONS:

Education/Experience- Masters degree and other requirements as stated in SDE Bulletin 746 (as revised), at least three years of successful teaching experience.

Skills Related-Should satisfy Louisiana requirements for a teaching certificate with certification in guidance and counseling or Ancillary Counselor Certificate.

Personal Characteristics- Ability to work tactfully and harmoniously with staff, schools, parents, and/or public, ability to command the respect and liking of staff and students, physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control, neat, well-groomed appearance.

SCOPE OF RESPONSIBILITIES:

Administers a guidance and counseling program that provides various types and kinds of resources required to enrich and support the educational program for students in the Central Community School System.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information and respond to questions from staff, superintendent, school board, news media and the public.

Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.

Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

Ten Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIALFUCTIONS:

1. Counseling

   1. Provides individual counseling in confidential setting
2. Provides small group counseling in confidential setting
3. Provides activities and experiences for students to
   a. develops a positive self concept through an understanding of abilities, interests and strengths
   b. develops appropriate social skills
   c. develops a positive attitude toward acceptable behavior at school, at home and in the community
   d. develops problem solving skills

2. Consultation
   1. Consults with appropriate personnel and or agencies on behalf of the student
   2. Provides opportunities for administrators, teachers, and parents to discuss concerns related to students
   3. Maintains and fosters confidentiality in regard to information concerning students
   4. Participates in the School Building Level Committee/Building Level Committee

3. Coordination
   1. Work as or with the testing Coordinator to coordinate the testing program and interprets test scores
   2. Work as or with the 504 Coordinator to chair the 504 committee.

4. Planning
   1. Identifies and plans for individual differences
   2. Develops a written plan with clear and concise objectives for providing guidance services
   3. Plans effectively for counseling programs.

5. Management
   1. Takes appropriate precautions to protect students, equipment, materials, and facilities
   2. Maintains an environment conducive to counseling and advising
   3. Maximizes the amount of time available for counseling and advising
   4. Maintains accurate, complete and correct records as related to counseling services
   5. Manages learner behavior to provide productive learning opportunities

6. Guidance
   1. Provides classroom guidance activities for students
   2. Uses creativity in guidance curriculum
   3. Present appropriate content

350: File # 350 School Counselor
7. School Improvement

1. Takes an active role in building – level decisions making
2. Participates in grade level subject area curriculum planning for scheduling purposes
3. Serves on task forces and decision making committees, when appropriate
4. Knowledgeable of and implements school improvement plan
5. Creates partnerships with parents, caregivers and colleagues
6. Provides clear and timely information to parents, guardians and colleagues regarding classroom expectations, student progress, and ways they can assist learning and decision making
7. Encourages parents and caregivers to become active partners in their children’s education and to become involved in school and classroom
8. Seeks community involvement in the instructional program and activities

8. Personal Traits

Exhibits competency in the following areas:

1. Poise and self-confidence
2. Compassionate and genuine
3. Enthusiasm and optimism
4. Punctuality
5. Dependable
6. Flexible and open-minded
7. Acceptable speech and grammar
8. Effective communication with students, colleagues, parents, and other adults
9. Confidential and ethical handling information regarding students acquired in the course of professional services

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to ___________________________ Date ______________
Employee Signature

Received by ___________________________ Date ______________
Signature and Title

NOTE:

350: File # 350 School Counselor
This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Speech Therapist

REPORTS TO: Director of Special Education

QUALIFICATIONS:

Education/Experience- Possess the certification required by the applicable rules and regulations of the Louisiana State Department of Education and/or the Louisiana Board of Elementary and Secondary Education at the time that the applicant begins to hold the position.

SCOPE OF RESPONSIBILITIES:

To enable students to derive the fullest possible educational services by providing a full range of speech/language therapy services to exceptional students in need of such services.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information and respond to questions from staff, superintendent, school board, news media and the public.

Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.

Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIALFUCTIONS:

- Demonstrate an ability to function within the framework of established school board policy and state regulations.
- Be punctual in observing the official school day schedule and in attendance of meetings.
- Keep accurate and up-to-date records.
- Report objectives completed on each student’s IEP at each six/nine weeks grading period.
- Display a positive attitude toward students and their progress.
- Maintain a reasonably neat and attractive room setting.
• Maintain therapy objectives that are congruent with those specified in the student’s IEP.
• Use appropriate therapeutic strategies as related to the student’s diagnosed condition.
• Promptly notify the data entry clerk of required tracking information to be entered into the system.
• Complete appropriate documentation of services provided for Medicaid eligible students.
• Keep abreast of current trends, techniques, and regulations by maintaining CEU’s as required by the State Board.
• Convey and maintain limits with dealing with inappropriate behaviors.
• Consult with the classroom teacher, other professionals and the student’s parents regarding student progress and strategies for effective treatment.
• Maintain a written log of students’ daily progress.
• When designated to do so, coordinate evaluations and conduct speech/language assessments as mandated by Louisiana Bulletin 1508.
• Prepare a professional growth plan and submit a self-evaluation report for the evaluation period.
• Perform other duties as requested by the appropriate authority.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to ______________________________ Date ______________
Employee Signature

Received by ______________________________ Date ______________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Librarian

REPORTS TO: School Principal

QUALIFICATIONS:

Education/Experience- Bachelor’s degree and other requirements as stated in SDE Bulletin 746 (as revised). At least three years of successful teaching experience is desirable, knowledge and ability in the field of education and librarianship, training in techniques, methods and understanding of how learning takes place with knowledge of subject contents and curriculum design.

Skills Related-Must satisfy Louisiana requirements for a teaching certificate with certification in library science and ability to do word processing.

Personal Characteristics- Ability to work tactfully and harmoniously with staff, schools, parents, and/or public, ability to command the respect and liking of staff and students, physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control, enthusiasm for books and reading, neat, well-groomed appearance.

SCOPE OF RESPONSIBILITIES:

Administers a library program that provides all types and kinds of instructional resources required to implement, enrich, and support the educational program to meet the abilities, interests, and goals of students and faculty.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information and respond to questions from staff, superintendent, school board, news media and the public.

Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.

Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

Nine Month Position.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:
- Develops performance objectives and prepares a professional growth plan supporting school, department and school systems goals.
- Selects, orders, organizes, administers, and maintains an approved collection of books and non-book library materials for use by the faculty and students.
- Instructs students and teachers in the use and care of the library and library materials.
- Supervises and assists pupils involved in resource projects and individual research activities.
- Provides guidance resources for educational, personal, social and vocational needs of students.
- Provides attractive surroundings conducive to effective learning.
- Plans a program of library services that may include story activities/book talks, displays, and Children’s Book Week/National Library Week observances.
- Organizes and maintains an up-to-date on-line catalog according to accepted American Library Association standards.
- Maintains roll book, grade sheets, and progress reports and keeps up-to-date records on all students enrolled in the library science course (senior high only).
- Maintains library equipment for daily use.
- Seeks student and staff recommendations regarding the selection of suitable library materials.
- Utilizes parent and community resources in order to enhance the library program.
- Collaborates with teachers to develop instructional assignments that lead to the use of library resources.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs such other tasks and assumes such other responsibilities as the principal or his/her designee may assign from time to time.
- Assists teachers, aides and students in the operation and care of library materials and equipment.
- Prepares annual reports, financial records and circulation statistics as required.
- Maintains a picture file and vertical file.
- Prepares an annual inventory of books, library materials and equipment.
- Recruits, trains, supervise, and evaluate student assistants.
- Selects books and periodicals for outdated materials.
- Keeps books, materials and equipment in usable condition.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to ___________________________ Date _____________

Employee Signature

360: File # 360 School Librarian

Revised 7/23/08
NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Instructional Facilitator
Funding Source: Title I

REPORTS TO: Principal

QUALIFICATIONS: Shall meet state minimum certification requirements for a teacher as specified in the Department of Education Bulletin 746 and as mandated by the Central Community School System at the time of appointment to this position

Primary job qualifications for the Instructional Facilitator include:

- Master’s degree in education with emphasis appropriate to the assignment. (National Board Certification may substitute for Master’s degree)
- Five (5) years of classroom teaching experience at a level appropriate to the assignment.
- 1 year of demonstrated experience in facilitating and training groups of adults in an educational setting.
- Experience using computers in the classroom and for data management.

SCOPE OF RESPONSIBILITIES:

The Instructional Facilitator in the Central Community School System plays a critical role in ensuring that the school reaches its goal of helping all students achieve academic proficiency with the skills, knowledge, and work ethic needed to thrive in a rigorous curriculum.

The Instructional Facilitator will have responsibilities that span curriculum and lesson plan development, assessment management and coordination, instructional practice implementation, and professional development.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

- Responsible for facilitating continuous improvement in classroom instruction by providing instructional support to teachers in the elements of State of the Art
Instruction, demonstrating the alignment of instruction with curriculum standards and assessment tools.

- Assists teachers in analyzing classroom and state assessment data to advise teacher’s practices and driver revisions and re-teaching.

- Provides demonstration lessons in curriculum and teaching techniques for classroom teachers and others as required. Facilitates communication between and among teachers, within and across grade levels.

- Assists and designs instruction plans for struggling learners and accelerated learners.

- Assists in the implementation of staff development components of the school plan.

- Plans and provides professional development learning opportunities for classroom teachers by conducting formal workshops, group discussions and one-on-one mentoring. Uses established strategies for teaching adult learners and evaluates outcomes through use of written assessment tools.

- Provides assistance as needed to teachers and additional mentoring to new teachers.

- Participates in district provided training.

- Facilitates district level training when appropriate.

- Coordinates curriculum and/or program implementation with classroom teachers, parents, and other staff and outside resources.

- Will be required to attend evening meetings periodically and work a flexible schedule.

- Model and/or team-teach effective instructional strategies and classroom management techniques.

- Serve as a resource to teachers on the latest research, instructional practices and lesson ideas.

- Assist in the design, coordination and administration of professional development in the district, particularly in the areas of curriculum, instruction, assessment and classroom management.

- Communicate and collaborate with educational support personnel from other agencies and organizations.

- Correspond with school and district administrative staff on the status and progress on various initiatives, grants and programs.

- Assist in the writing, administration and coordination of grants and programs that support professional development, as needed.

- Attend professional meetings, conferences and conventions to stay abreast of current educational trends, programs and practices.

- Annually develops a professional growth plan and conducts a self-evaluation.

- Have a working knowledge of the Louisiana Components of Effective Teaching.

- Prepare and maintain required reports and records.

- Perform other duties as assigned by the Principal.

EVALUATION

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan
Reviewed and agreed to __________________________ Date____________

Employee Signature

Received by ____________________________________ Date____________

Signature and Title

Note:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
TITLE: Instructional/Data Assessment Specialist

REPORTS TO: Principal

QUALIFICATIONS: Shall meet state minimum certification requirements for a teacher as specified in the Department of Education Bulletin 746 and as mandated by the Central Community School System at the time of appointment to this position.

Primary job qualifications for the Instructional/Data Assessment Specialist include:

- Master’s degree in education with emphasis appropriate to the assignment. (National Board Certification may substitute for Master’s degree)
- Five (5) years of classroom teaching experience at a level appropriate to the assignment.
- 1 year of demonstrated experience in facilitating and training groups of adults in an educational setting.
- Experience using computers in the classroom and for data management.

SCOPE OF RESPONSIBILITIES:

The Instructional/Data Assessment Specialist in the Central Community School System plays a critical role in ensuring that the school reaches its goal of helping all students achieve academic proficiency with the skills, knowledge, and work ethic needed to thrive in a rigorous curriculum.

The Specialist will have responsibilities that span curriculum and lesson plan development, assessment management, analysis of assessments, benchmarks, lesson objectives and coordination, instructional practice implementation and professional development, teacher training, analysis of the components of school accountability and school performance scores and preparation of statistical information.

Ten Month Position

Revised 8/8/08
PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Work collaboratively with teachers in the classroom with progress monitoring, intervention management, and effective instructional planning and delivery that supports the state Comprehensive Curriculum.

2. Schedule to work in at least 3 classrooms with teachers for a minimum of 30 minutes per class per day. Provide necessary documentation of observation, follow up, and ongoing one-on-one assistance to teachers.

3. Assist teachers with the development of assessment instruments.

4. Review and monitor test instruments.

5. Model lessons and instructional strategies grounded in scientifically-based research.

6. Develop and monitor common formative assessments.

7. Assist teacher in preparing lesson plans that address rigor and relevance.

8. Provide access to resources for teachers.

9. Implement and expand programs for assessing and monitoring the academic progress of students at the school site.

10. Prepare data reports for the principal with reports prepared by teacher on performance of individual students reaching objectives in the curriculum.

11. Review data reports generated by various assessments to identify strengths and weaknesses across grade levels. Develop action plans based on the data.

12. Prepare school/student appropriate benchmarks.

13. Present data to principals, teachers, staff, and district administrators.

14. Serve as the school/state assessment testing coordinator.

15. Assist with the implementation of Pupil Progression policies.

16. Provide technical assistance at the school site in collection and interpretation of data about their own practices, in assessment of academic skills and in the interpretation of test scores and other data that reflect on the effectiveness of instruction.

17. Prepare and lead small study group instruction that support successful implementation of effective teaching focused on improving student learning.

18. Analyze information from the District’s accountability management system.

19. Develop and maintain a School Profile to support site-level interpretation of the effectiveness of instructional programs and practices.

20. Assist with the establishment of goals and objectives for site-level improvements.

21. Analyze information from the District’s accountability management system.

22. Provide day-day management over testing programs adopted by the District, for mandated state and federal testing programs that are administered by District staff, and other programs the state supports.

23. Provide analytical reports as needed for evaluation of the School and District’s programs.

24. Participate in writing proposals for funding by agencies of the State and Federal government and/or independent foundations.

25. Assist in the writing, administration and coordination of grants and programs that support professional development, as needed.

26. Attend professional meetings, conferences and conventions to stay abreast of current educational trends, programs and practices.

27. Annually develops a professional growth plan and conducts a self-evaluation.

28. Have a working knowledge of the Louisiana Components of Effective Teaching.
29. Prepare and maintain required reports and records.
30. Perform other duties as assigned by the Principal.
31. Generate reports from testing information to be used to analyze the progress in meeting learner objectives.

EVALUATION

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to __________________________ Date____________

Employee Signature

Received by ____________________________________Date____________

Signature and Title

Note:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Technology Specialist

REPORTS TO: District Technology Coordinator

QUALIFICATIONS:

Education/Experience- Master’s Degree; or equivalent combination of education and/or minimum five years job-related experience.

SCOPE OF RESPONSIBILITIES:

Directs activities of the Information Technology department and aids in formulating and administering system policies by performing the duties listed below.

Personal Characteristics- Ability to plan, organize, and supervise the work of assigned personnel, ability to work tactfully and harmoniously with schools, staff, agencies, parents and/or the public. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. Ability to hold records, reports, and conversations in confidence.

Language Skills- Ability to read, analyze, and interpret common educational and technical journals, ability to respond to common inquiries or complaints from employees, regulatory agencies, or community, ability to write speeches and articles for publication that conform to prescribed style and format, Ability to effectively present information to top management, public groups, and/or board of education.

Reasoning Ability- Ability to define problems, collect data, establish facts, and draw valid conclusions and resolve them.

Twelve Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Directs the programs and activities of instructional technology, information services, and technical services.
- Maintain, install and evaluate networked hardware and support equipment including but not limited to; servers, switches, computers, wiring, etc.
• Reviews analyses of activities, costs, operations, and forecast data to determine department progress toward parish goals and activities.
• Confers with the District Technology Coordinator and other administrative personnel to review achievement and discuss required changes in goals or objectives resulting from current status and conditions.
• Participates in formulating and administering board policies and developing long-range goals and objectives.
• Serves as a member of a designated management committee on special projects.
• Neat, well-groomed appropriately dressed appearance.
• Performs other related duties as required or assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________
Employee Signature

Received by _____________________________ Date _____________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: District-wide Title I Mathematics Coordinator

REPORTS TO: Director of Instruction, Curriculum and Accountability

QUALIFICATIONS: Shall meet state minimum certification requirements for a teacher as specified in the Department of Education Bulletin 746 and as mandated by the Central Community School System at the time of appointment to this position

Primary job qualifications for the Mathematics Coordinator include:

- A minimum of five years of demonstrated effective classroom instruction.
- A high level of knowledge regarding research-based instructional practice in mathematics.
- Record of success in leading professional development activities, including training, coaching, and providing observation, feedback, and demonstration lessons.
- Masters degree preferred
- Excellent program design and management skills
- Strong facilitation and presentation skills, and an understanding of the link between literacy and the achievement gap and how to explain it to staff
- Strong data collecting and analysis skills

SCOPE OF RESPONSIBILITIES:

The Mathematics Coordinator in the Central Community School System plays a critical role in ensuring that the school reaches its goal of helping all students achieve academic proficiency with the skills, knowledge, and work ethic needed to thrive in a rigorous curriculum.

A strong, research-based, comprehensive numeracy program plan is one of the key elements that will enable Central Community School System to reach this goal. A cornerstone of the school’s literacy program and its success will be its Mathematics Coordinator, who will have responsibilities that span curriculum development; program design, coordination, and evaluation; and professional development.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information
and respond to questions from staff, superintendent, school board, news media and the public.

Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.

Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

10 Month Position.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

The Mathematics Coordinator is able to build an academic program that is precisely tailored to the needs of students at all schools. The Mathematics Coordinator will design school-wide strategies and develop a system so that all teachers can implement them effectively, and will track the success of those strategies and make necessary changes and additions to ensure that the school’s literacy program meets the needs of its target students. In addition, while the curriculum is newly revised to include numeracy standards, the Coordinator will have significant responsibility for the actual design of curriculum and assessment of literacy standards in the Math/Science core.

The Literacy Coordinator will:

- Collaborate to design and guide the implementation of a comprehensive K-12 Numeracy Program Plan that includes Math/Science core, Intervention classes, Tutorial classes, Saturday Academies and Summer Programs. This plan must align the K-5 Numeracy Program.

- Coach teachers in the effective implementation of school wide literacy and learning strategies in the 2 core subjects, and model and observe teachers based on their use of these strategies.

- Assist and advise in the development of the curriculum “big-picture” elements such as summative assessment, choice of support texts, as well as the day-to-day design of unit and lesson plans.

- Works with the Principal, other staff to ensure that the school has a high-quality data-driven professional development program.
• Works on the overall design of the staff development plan, coordinating and facilitating staff training, and attending or leading frequent meetings.

• Supports the Accountability Coordinator with the on-going implementation of the school’s assessment program, including: collection and analysis of student achievement data in the area of literacy, leading teachers and staff in the analysis of student performance on formative and summative assessments in order to adjust curriculum and instruction to meet student needs, as well as the coordination and administration of assessments, including state-mandated and school summative and formative assessments.

EVALUATION

• Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to __________________________ Date ___________

Employee Signature

Received by __________________________ Date ___________

Signature and Title

Note:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: District-wide Title I Literacy Coordinator

REPORTS TO: Director of Instruction, Curriculum and Accountability

QUALIFICATIONS: Shall meet state minimum certification requirements for a teacher as specified in the Department of Education Bulletin 746 and as mandated by the Central Community School System at the time of appointment to this position

Primary job qualifications for the Literacy Coordinator include:

- A minimum of five years of demonstrated effective classroom instruction.
- A high level of knowledge regarding research-based instructional practice in literacy.
- Record of success in leading professional development activities, including training, coaching, and providing observation, feedback, and demonstration lessons.
- Masters degree, Special Education and/or Reading Specialist credential preferred.
- Excellent program design and management skills.
- Strong facilitation and presentation skills, and an understanding of the link between literacy and the achievement gap and how to explain it to staff.
- Strong data collecting and analysis skills.

SCOPE OF RESPONSIBILITIES:

The Literacy Coordinator in the Central Community School System plays a critical role in ensuring that the school reaches its goal of helping all students achieve academic proficiency with the skills, knowledge, and work ethic needed to thrive in a rigorous curriculum.

A strong, research-based, comprehensive literacy program plan is one of the key elements that will enable Central Community School System to reach this goal. A cornerstone of the school’s literacy program and its success will be its Literacy Coordinator, who will have responsibilities that span curriculum development; program design, coordination, and evaluation; and professional development.

Language Skills- Ability to read, analyze, interpret, write reports, memos, and procedure manual and effectively present information.

Revised 6/10/08

455: #455 District-wide Title I Literacy Coordinator
and respond to questions from staff, superintendent, school board, news media and the public.

Reasoning Ability- To work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public with the ability to define problems, collect data, establish facts, and draw valid conclusions.

Physical Demands- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

10 Month Position.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

The Literacy Coordinator is able to build an academic program that is precisely tailored to the needs of students at the middle and high schools. The Literacy Coordinator will design school-wide strategies and develop a system so that all teachers can implement them effectively, and will track the success of those strategies and make necessary changes and additions to ensure that the school’s literacy program meets the needs of its target students. In addition, while the curriculum is newly revised to include literacy standards, the Literacy Coordinator will have significant responsibility for the actual design of curriculum and assessment of literacy standards in the English-Language Arts/ Social Studies/Math/Science core.

The Literacy Coordinator will:

- Collaborate to design and guide the implementation of a comprehensive 6-12 Literacy Program Plan that includes the English-Language Arts/Social Studies/Math/Science core, a Reading Intervention class, Tutorial classes, Saturday Academies and Summer Programs. This plan must align the K-5 Literacy Program.

- Coach teachers in the effective implementation of school wide literacy and learning strategies in the 4 core subjects, and model and observe teachers based on their use of these strategies.

- Assist and advise in the development of the curriculum “big-picture” elements such as summative assessment, choice of support texts, as well as the day-to-day design of unit and lesson plans.

- Works with the Principal, other staff to ensure that the school has a high-quality data-driven professional development program.
• Works on the overall design of the staff development plan, coordinating and facilitating staff training, and attending or leading frequent meetings.

• Supports the Accountability Coordinator with the on-going implementation of the school’s assessment program, including: collection and analysis of student achievement data in the area of literacy, leading teachers and staff in the analysis of student performance on formative and summative assessments in order to adjust curriculum and instruction to meet student needs, as well as the coordination and administration of assessments, including state-mandated and school summative and formative assessments.

EVALUATION

• Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to __________________________ Date __________

Employee Signature

Received by __________________________ Date __________

Signature and Title

Note:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: School Nurse

REPORTS TO: Director of Special Programs

QUALIFICATIONS:

Education/Experience- Hold current license as a registered professional nurse in the State of Louisiana, hold a current certificate as a school nurse in the State of Louisiana, have a minimum of 2 years experience as a registered professional nurse.

SCOPE OF RESPONSIBILITIES:

Assesses, evaluates, and administers the total Health and Development status of students and provides for the optimum physical well-being of students, in cooperation with Special Education staff, school staff, parents and community health organizations.

Language Skills- Ability to read, analyze, and interpret common scientific and technical journals and legal documents, ability to respond to common inquiries or complaints from employees and regulatory agencies, ability to compose communication that conforms to prescribed style and format, ability to effectively present information to middle management.

Reasoning Ability- Ability to plan, organize, and oversee the work of assigned personnel; to work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public; to hold records, reports, and conversations in confidence; to command the respect and liking of students; to plan, organize, and carry out assignments under minimum supervision.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIALFUCTIONS:

- Performs physical assessments, obtains medical histories and maintains adequate health records of special education students.
- Provides information and recommendations relative to the IEP process as it relates to health service plans.
- Plans and conducts health counseling sessions for students and families and initiates referrals to appropriate health specialists and agencies when necessary.
• Plans and conducts workshops for paraprofessionals to train them in complex procedures (diapering, feeding, tracheotomy care, gastrostomy feeding, etc.)
• Certifies those paraprofessionals who successfully complete training of non-complex procedures.
• Provide health education and procedures & policies of CCSS to classroom teachers, parents and community groups.
• Complies with rules and regulations of local and state health agencies and the school board for implementing controls of communicable diseases.
• Assists in periodic inspections of school plants to determine the environmental health as it relates to special needs students.
• Makes home visits when necessary.
• Performs other related duties as required or assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________
Employee Signature

Received by _____________________________ Date _____________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Educational Diagnostician

REPORTS TO: Director of Special Programs

QUALIFICATIONS:

Education/Experience- Hold the certification required by the applicable rules and regulations of the Louisiana State Department of Education and/or the Louisiana Board of Elementary and Secondary Education at the time that the applicant begins to hold the position.

SCOPE OF RESPONSIBILITIES:

To enable students to derive the fullest possible educational experience from school by providing a full range of pupil appraisal services to students in need of such assistance.

Language Skills- Ability to read, analyze, and interpret common scientific and technical journals and legal documents, ability to respond to common inquiries or complaints from employees and regulatory agencies, ability to compose communication that conforms to prescribed style and format, ability to effectively present information to middle management.

Reasoning Ability- Ability to plan, organize, and oversee the work of assigned personnel; to work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public; to hold records, reports, and conversations in confidence; to command the respect and liking of students; to plan, organize, and carry out assignments under minimum supervision.

Ten Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Provide in-service training and consultation services on matters relative to pupil appraisal services.
- Assist school personnel in completing the initial screening process as outlined in Bulletins 1508 and 1706.
- Assist in the evaluation of students suspected of being exceptional according to established regulations.
- Serve as evaluation coordinator for referred students when designated to do so.
- Interpret evaluation results to school personnel and to parents following the established regulations.

471: File # 471 Educational Diagnostician Revised 7/23/08
• Participate in IEP meeting following the completion of an evaluation.
• Provide support services to regular education students with learning and/or behavior problems.
• Provide appropriate behavioral assessment and/or related services for special education students within the staff members’ area of expertise.
• Perform required assessments as requested by the evaluation coordinator in assigned schools in a timely manner.
• Keep accurate and up-to-date records as established by local policy.
• Work in assigned schools according to the approved schedule.
• Promptly notify the data entry clerk of required tracking information to be entered in the SER system.
• Complete all required evaluation reports within the required timelines and established regulations.
• Be prompt and punctual in completing duties and responsibilities.
• Keep abreast of current trends and regulations by attending appropriate professional meetings.
• Reveal a positive attitude, appearance, and demeanor.
• Exhibit professional rapport with parents and other employees of the Central Community School System.
• Communicate effectively in oral and written language.
• Prepare a professional growth plan and submit a self-evaluation report for the evaluation period.
• Perform all duties assigned by the appropriate authority.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to __________________________ Date ______________

Employee Signature

Received by __________________________ Date ______________

Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM  
JOB DESCRIPTION  

TITLE: School Psychologist  
REPORTS TO: Director of Special Programs  

QUALIFICATIONS:  

Education/Experience- Degree in Psychology from an accredited graduate program and certification by State Department of Education in School Psychology. Post Graduate experience in direct services to children, adolescents and families in outpatient/inpatient or school settings.  

SCOPE OF RESPONSIBILITIES:  

Reports to the Director of Student Services, is responsible for providing individual group crisis services to students and consultation with school personnel, teachers, and parents as assigned.  

Physical Demands-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 sit and frequently is required to talk or hear.  

Personal Characteristics- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or public, physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control, Ability to command the respect of school staffs, ability to hold records, reports and conversations in confidence, ability and initiative to plan, organize, and carry out assignments under minimum supervision, neat, well-groomed appearance.  

Ten Month Position  

PERFORMANCE RESPONSIBILITIES/ESSENTIALFUCTIONS:  

- Provides direct services to school in crisis situation.  
- Provides direct services to students and parents.  
- Formulate and implement short-term intervention programs for students with school personnel.  
- Consult with regular or special education staff on behavior and learning problems.
• Collaborate with community agencies and other mental health professionals.
• Develop performance objective/professional growth plan, which supports departmental and school system plans.
• Function as an evaluation coordinator for designated referred students.
• Interprets assessment findings to parent, teacher, principal and other professional district personnel.
• Maintains accurate case records on all clients regarding their referrals, evaluation, and any other services provided by the psychologist in accordance with the requirements of parish, state and federal laws, regulations, and/or policies.
• Provides written report of any psychological evaluation or other services provided to clients.
• Attends staff, professional, and interagency meetings.
• Keeps abreast of new developments in the areas of school psychology and keeps other appropriate school personnel informed of the same.
• Completes all reports required by the school system or State Department of Education.
• Performs other such duties and assumes other responsibilities as assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to ____________________________ Date _____________

Employee Signature

Received by ____________________________ Date _____________

Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Social Worker

REPORTS TO: Director of Special Programs

QUALIFICATIONS:

Education/Experience- Possess the certification required by the applicable rules and regulations of the Louisiana State Department of Education and/or the Louisiana Board of Elementary and Secondary Education at the time that the applicant begins to hold the position.

SCOPE OF RESPONSIBILITIES:

To enable students to derive the fullest possible educational experience from school by providing a full range of pupil appraisal services to students in need of such assistance.

Physical Demands-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 sit and frequently is required to talk or hear.

Personal Characteristics- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or public, physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control, Ability to command the respect of school staffs, ability to hold records, reports and conversations in confidence, ability and initiative to plan, organize, and carry out assignments under minimum supervision, neat, well-groomed appearance.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIALFUCTIONS:

- Provide in-service training and consultation on matters relative to pupil appraisal services.
- Assist school personnel in completing the initial screening process as outlined in Bulletins 1508 and 1706.
- Assist in the evaluation of students suspected of being exceptional according to established regulations.
- Serve as evaluation coordinator for referred students when designated to do so.
• Interpret evaluation results to school personnel and to parents following the established regulations.
• Participate in IEP staffing following the completion of an evaluation.
• Provide support services to regular education students with learning and/or behavior problems.
• Provide appropriate behavioral assessment and/or related services for special education students within the staff members’ area of expertise.
• Perform required assessments as requested by the evaluation coordinator in assigned schools in a timely manner.
• Keep accurate and up-to-date records.
• Promptly notify the data entry clerk of required tracking information to be entered into the system.
• Complete all required evaluation reports within the required timelines and established regulations.
• Keep abreast of current trends, techniques, and regulations by attending professional meetings.
• Exhibit professional rapport with parents and other employees of the Central Community School System.
• Be Punctual.
• Prepare a professional growth plan and submit a self-evaluation report for the evaluation period.
• Perform other duties as assigned by the appropriate authority.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to __________________________ Date ____________

Employee Signature

Received by __________________________ Date ____________

Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
TITLE: Adaptive Physical Education Teacher
REPORTS TO: Director of Special Programs

QUALIFICATIONS:

Education/Experience- Possess the certification required by the applicable rules and regulations of the Louisiana State Department of Education and/or the Louisiana Board of Elementary and Secondary Education at the time that the applicant begins to hold the position.

SCOPE OF RESPONSIBILITIES:

To provide a full range of needed services in the area of physical education as needed to exceptional students in need of such services.

Physical Demands-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 sit and frequently is required to talk or hear.

Personal Characteristics- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or public, physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control, Ability to command the respect of school staffs, ability to hold records, reports and conversations in confidence, ability and initiative to plan, organize, and carry out assignments under minimum supervision, neat, well-groomed appearance.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Provide the appropriate services to exceptional students according to the multidisciplinary evaluation results and the decision of the IEP committee.
- Assist in the evaluation of students suspected of being exceptional according to established criteria as stated in Bulletin 1508.
- Participate in the IEP committee meetings on all students requiring services and maintains an annual review of IEP’s students being served.
- Provide needed treatment according to IEP goals.
- Obtain orders from the student’s physician, when regulations require, prior to providing services.
- Provide necessary in-service training for school personnel and parents on topics and techniques related to the staff member’s area of expertise.
- Cooperate with the personnel of social agencies and community health personnel.
- Serve as an evaluation coordinator for referred students when designated to do so.
- Observe the official school day schedule.
- Keep accurate and up-to-date records including treatment provided, progress notes, attendance, and lesson plans on all students served.
- Complete all required evaluation reports with the required timelines and established regulations.
- Be punctual.
- Exhibit professional rapport with parents and other employees of the Central Community School System.
- Keep abreast of current trends, techniques, and regulations by attending appropriate professional meetings.
- Follow a humanistic approach with students.
- Prepare a professional growth plan and submit a self-evaluation report for the evaluation period.
- Perform other duties as assigned by the proper authority.

**EVALUATION:**

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date ______________

Employee Signature

Received by _____________________________ Date ______________

Signature and Title

**NOTE:**

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Coordinator of the Discipline and Alternative Center (11-Months)

REPORTS TO: Director of Student Services

QUALIFICATIONS: Shall have three years of successful teaching experience during the last five years and experience working in an alternative or discipline center preferred. Certification as Supervisor and/or Principal. Master’s degree required. Additional requirements as the system may establish.

SCOPE OF RESPONSIBILITIES:

Administers plans, organizes, and implements the instructional and support services program of the alternative and discipline center.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

Leadership
- Exercises vision in defining and gaining support for the center mission and goals.
- Communicates effectively and gains support for goals within the center and the community.
- Sets high expectations and performance standards that lead to the attainment of center and district goals.
- Identifies and analyzes relevant information before making decisions or committing resources.
- Provides incentives for both teachers and students to excel.
- Serves as a model of professionalism and communicates educational values.
- Identifies areas for instructional and program development through the collection and interpretation of student and school data.
- Involves others effectively in the improvement of curriculum and instruction.
- Evaluates professional and support staff constructively consistent with local policy.
- Coaches teachers to enhance their instructional effectiveness.
- Engages in and promotes a program of ongoing professional development.
- Recruits, select, and assign appropriate personnel for the effective delivery of the center programs.
- Attends professional meetings as required.

Human Relations – Consideration
- Solicits and frequently gives specific and constructive feedback.
- Maintains a positive sense of humor to enhance the center climate.

490: #490 Coordinator of Alternative & Discipline Center
• Demonstrates an appreciation for the accomplishments of others.
• Listens actively to others.
• Utilizes clear and meaningful oral and written expression.
• Approves notices and announcements before disseminating them to parents and students.

**Human Relations - Collaboration**
• Fosters teamwork and collegiality.
• Elicits participation in decision making and cultivates leadership in others.
• Facilitates group processes and effectively manages conflict.

**Parental/Community Involvement – Communication**
• Communicates effectively with parents and the community and gains their support for the center goals, programs, and policies.
• Provides parents and the community with an appropriate voice in the center's decision making process.
• Seeks input from parents and the community as to how the quality of education can be improved.

**Parental/Community Involvement – Participation**
• Involves parents and the community in the activities of the center to build a sense of shared responsibility for the quality of education being provided.
• Encourages the volunteer participation of parents and the community and uses this resource to enhance the quality of education in the center.

**Management – School Program Management**
• Plans and prepares an appropriate budget and manages funds effectively.
• Seeks and allocates appropriate resources (materials, money, and time) to support the center programs.
• Implements the center programs within the confines of the district's goals and policies.
• Schedules curricular (class schedules) and co-curricular activities efficiently and effectively.
• Understands and applies knowledge of organizations and community policies in generating support for the center.
• Schedules and conducts staff and faculty meetings.
• Maintains pupil and personnel records in keeping with Board policy and submits all required reports in a timely manner.
• Supervises center campus activities.
• Ensures a safe and efficient discipline program for students in which behavior standards are clearly established.
• Requisitions, receives, maintains, and accounts for instructional and other materials.
• Provides opportunities for each child to have a nutritious lunch each school day.

490: #490 Coordinator of Alternative & Discipline Center
Management - Rules and Regulations

- Identifies rules, guidelines, and procedures for total center operation and accepts responsibility for student, teacher, and staff compliance.
- Collaboratively develops and enforces effective discipline and attendance policies.

Management - General Operations

- Maintains a visible presence in the center.
- Protects instructional time during the normal day of operation.
- Ensures that school facilities are conducive to a safe and positive environment.
- Develops emergency procedures for the center and provides teachers and staff with thorough indoctrination.
- Provides courteous and prompt service to all internal and external customers including students, parents, co-workers, etc. Schedules and/or attends conferences with parents. Prioritizes and addresses requests and assignments in a professional manner to develop cooperative relationships and to ensure that student and employee records confidentiality is assured.
- Identifies opportunities and recommends methods to improve service, work processes and financial performance, e.g. expense management. Assists in the implementation of quality improvement initiatives.
- Assists co-workers in the completion of tasks and assignments to ensure continuity of service. Ornaments new co-workers and actively supports teamwork throughout the system.
- Performs other duties as assigned by the proper authority.

EVALUATION

- Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan.

Reviewed and agreed to __________________________ Date____________

Employee Signature

Received by ____________________________________ Date____________

Signature and Title

Note:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
TITLE: Athletic Director

REPORTS TO: Assistant Superintendent for Instruction and Administrative Services

QUALIFICATIONS:

Education/Experience- Ability equal to that resulting from satisfactory completion of courses required for graduation from an accredited college and teaching certificate. Capability equivalent to that normally achieved through at least five years of continuous professional experience. Previous experience as a coach is required. Has knowledge of the overall operation of athletic program. First Aid certification required.

SCOPE OF RESPONSIBILITIES:

Develops and coordinates long and short-term plans for athletics in the school system, provides leadership in the development and implementation of athletic programs and other activities and services needed to meet local needs, supervises and coordinates activities of athletic department to conform to Board policy by performing the following duties.

Language Skills- Ability to read and interpret documents such as operating and maintenance instructions, and procedure manuals.

Reasoning Ability- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Twelve Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

1. Responsible for assessing the school's athletic program.
2. Responsible for administering all Louisiana Athletic Association activities school district and building rules and regulations.
3. Work with the principal in making coaching assessments at their school.
4. Communicate with the principal(s) in regards to coaching performances.

495: File # 495 Athletic Director Revised 8/7/08
5. Responsible for conducting annual coaching performance assessments.
6. Responsible for the scheduling of all athletic contests. These schedules should be cleared through the principal of their middle/senior high school.
7. Issue all athletic contracts.
8. Attend the athletic events of their school whenever possible and will work to cover all home events.
9. Check on all transfer students to ensure their eligibility.
10. Work with coaches and principals in problems of discipline concerning athletics. Will also maintain a file of all athletic suspensions and expulsions from teams in regard to giving each athlete "due process".
11. Coordinate with the school physical education chairperson and coaches to set up facilities for all activities.
12. Responsible for the coordination and planning of athletic budgets. Will meet with coaches and insure that all sports have an equal opportunity to present their budgets.
13. Work with the principal or their designee and head coach in planning athletic awards programs.
14. Responsible for obtaining the advertising, information, printing and selling of programs for varsity contests.
15. Provide athletic insurance forms to all athletes.
17. Provide training as required by the Louisiana High School Athletic Association for nonemployee coaches.
18. Maintain records and inform their coaching staff of their current first aid status.
19. In conjunction with the athletic trainer will be responsible for keeping on file a current physical for each student athlete involved in athletics.
20. In conjunction with the coaches will arrange transportation of all athletic teams.
21. Responsible for improvement of facilities which shall be directed to the building principal and for consideration and referral at their discretion.
22. Coordinate the use of all school athletic facilities by groups outside the school with the respective building principal.
23. Keep the release and participation information form on file for two years after the individual graduates.
24. Work with the coaches to make sure all student athletes see the video on Informed Consent.
25. Will be, in conjunction with the commissioners, responsible for contracting all game officials for home events.
26. Act as a tournament manager for all league and tournament playoff activities that are assigned to your school.
27. Maintain an active program that promotes sportsmanship and welcome the competing teams and guests.
28. Act as a liaison between coaches and the athletic boosters club.
29. Assist with or monitor the monthly calendar of school activities in conjunction with the principal, faculty and student body.
30. Attend state, regional and national meetings whenever possible.
31. Volunteer to be on committees whenever possible.
34. Supervise on site activities and perform administrative duties during the months of June, July and August.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________
Employee Signature

Received by _____________________________ Date _____________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Executive School Secretary

REPORTS TO: School Principal

QUALIFICATIONS:

Education/Experience- Two-year college degree or vocational school training in a professional, specialized or general field with professional certification; and at least two to four years job-related experience; or equivalent combination of education and experience.

SCOPE OF RESPONSIBILITIES:

Keeps records of financial transactions for establishment by performing the following duties and performs other duties required by the Principal.

Language Skills- Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to administrators and other employees of the district.

Reasoning Ability- Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Mathematical Skills- Ability to add, subtract, multiply, and divide in all units of measure, using whole number, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Twelve Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Verifies, allocates, and posts details of transactions to subsidiary accounts in journals or computer files from documents such as sales slips, invoices, receipts, check stubs, and computer printouts.
- Summarizes details in separate ledgers or computer files and transfers data to general ledger.
- Reconciles and balance accounts.
• Compiles reports to show statistics such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and other items pertinent to operation of school district.
• Calculates vendor (i.e., referees, etc.) wages from records or time cards and prepares checks for payment of wages, if appropriate.
• Computes, types, and mails monthly statements to customers.
• Completes records through trial balance.
• Neat, well groomed, appropriately dressed appearance.
• Performs other related duties as required or assigned by Principal.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________

Employee Signature

Received by _____________________________ Date _____________

Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
TITLE: School Office Clerk, Elementary, Middle, and High School

REPORTS TO: School Principal

QUALIFICATIONS:

Education/Experience- High School Diploma or GED; zero to six months job-related experience.

SCOPE OF RESPONSIBILITIES:

Compile data and operate typewriter and/or computer in performance of routine clerical duties to maintain school or records and reports by performing the following duties.

Language Skills- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals, also, the ability to write routine reports and correspondence, ability to speak effectively before employees of organizations.

Reasoning Ability- Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form, ability to deal with problems involving several concrete variables in standardized situations.

Skill Related- Ability to type a minimum of 50 correct words per minute and to operate office machines such as a typewriter, copying machine and duplicating machine.

Ten Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

• Assists executive secretary with clerical and/or office duties.
• Type reports, business correspondence, application forms, shipping tickets, and other material.
• File records and reports, post information to records, sort and distribute mail, answer telephone, and perform similar duties.
• Type on or from specialized forms.
• Operate telex machine to produce records and reports.
• Make copies of completed work.
• Administer medication and first aid to students.
• Keeps daily attendance and generate necessary reports, letters and parent contacts.
• Place materials and supply (M & S) orders and distributes the orders as they arrive.
• Acts as school receptionist by answering inquiries and assisting parents, teachers, and students in a courteous and professional manner.
• Checks students in and out and calls parents when students become ill.
• Order custodial supplies and reports maintenance problems.
• Answers intercom.
• Relieves the secretary during his/her break.
• Issues books, materials and supplies.
• Assists teachers in duplicating requested classroom materials.
• Prepares suspension notices and court referrals.
• Ability to work tactfully and harmoniously with staff and students.
• Ability to command the respect and liking of students.
• Pleasant and correct telephone manner.
• Legible handwriting.
• Ability and initiative to plan organize and carry out assignments with minimum supervision.
• Ability to assign and oversee the work of assigned assistants.
• Ability to maintain regular attendance.
• Neat, well-groomed, appropriately dressed appearance.
• Performs other related duties as required or assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________

Employee Signature

Received by _____________________________ Date _____________

Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Attendance Clerk

REPORTS TO: Principal

QUALIFICATIONS:

Education/Experience- High School Diploma; three years of clerical experience, preferably one year of which was involved with attendance record management function.

SCOPE OF RESPONSIBILITIES:

Under general direction, perform varied, responsible clerical work involved in the processing maintenance, and compilation of complex enrollment and attendance records on all students enrolled, to compile a variety of highly technical narrative and statistical reports in accordance with Parish and State requirements.

Language Skills- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals, also, the ability to write routine reports and correspondence, ability to speak effectively before employees of organizations.

Reasoning Ability- Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form, ability to deal with problems involving several concrete variables in standardized situations.

Skill Related- Ability to type a minimum of 50 correct words per minute and to operate office machines such as a typewriter, copying machine and duplicating machine.

Ten Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Receive, verify for accuracy, and compile weekly, monthly, and annual composite reports on student attendance and enrollment.
- Design and prepare a variety of forms and instructions necessary for collecting data.
- Assist principals, school office managers, and school clerks with a variety of problems related to compilation and collection of student enrollment and attendance data.

512: File # 512 Attendance Clerk- School level

Revised 7/23/08
• Provide requesting schools, general public, and agencies with a variety of student data and Average Daily Attendance (ADA) information and attendance regulations.
• Maintain data on students residing in licensed children’s institutions or foster homes.
• Provide information regarding school of attendance.
• Perform in-services for school personnel regarding district student attendance data system and attendance procedures.
• Prepare reports utilizing computer spreadsheet applications.
• Perform other related duties of equal complexity as assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________
Employee Signature

Received by _____________________________ Date _____________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: School Counselor Clerk

REPORTS TO: Principal

QUALIFICATIONS:

Education/Experience- High School Diploma; one year of experience performing varied general office or clerical functions.

SCOPE OF RESPONSIBILITIES:

Under general supervision, perform a variety of regular clerical, typing, telephone, public contact, and office support duties in assisting operations; may assist with student records, attendance, regular contact with students, teachers and District staff, parents and public.

Language Skills- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals, also, the ability to write routine reports and correspondence, ability to speak effectively before employees of organizations.

Reasoning Ability- Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form, ability to deal with problems involving several concrete variables in standardized situations.

Skill Related- Ability to type a minimum of 50 correct words per minute and to operate office machines such as a typewriter, copying machine and duplicating machine.

Ten Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIALFUNCTIONS:

- Perform a variety of clerical tasks, including typing, proofreading, filing, and recording data.
- Compile information and prepare reports and summaries.
- Accepts, reviews, and verifies information of student enrollment forms.
- Answer the telephone and provide caller with routine information and data.
- Assist the public and office visitors by answering routine inquiries, providing them with information and data, and directing them to appropriate offices.
- Maintain a variety of alphabetical, numerical, and subject matter files and records.

515: File # 515 School Counselor Clerk
• Type from rough drafts and notes.
• May perform variety of functions using a computer terminal.
• May compose routine letters and memoranda independently.
• May receive money and prepare receipts for customers.
• Perform tasks in maintaining a neat and orderly work environment.
• Neat, well-groomed, appropriately dressed appearance.
• Performs other related duties as required or assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________

Employee Signature

Received by _____________________________ Date _____________

Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Paraprofessional

REPORTS TO: School Principal

QUALIFICATIONS:

Education/Experience- High School Diploma or GED; previous experience working with children preferred. Highly Qualified.

SCOPE OF RESPONSIBILITIES:

Performs general office duties and any combination of the duties listed below in the classroom to assist teaching staff.

Language Skills- Ability to read and comprehend simple instructions, short correspondence, and memos, ability to write routine reports and correspondence, ability to effectively present information in one-on-one and small group situations to students, ability to speak effectively before groups of students and/or parents.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIALFUCTIONS:

- Discusses assigned teaching area with classroom teacher to coordinate instructional efforts.
- Assists teacher in preparing and developing various teaching aids such as bibliographies, charts, and graphs.
- Assists teacher in presentation of subject matter to students, utilizing variety methods and techniques such as lecture, discussion, and supervised role-playing.
- Assists teacher in preparing, administering, and grading examinations.
- Assists in the routine supervision of children in study areas, cafeteria, halls, playground, on field trips, and bus loading/unloading areas where applicable.
- Assists students, individually or in groups, with lesson assignments to present or reinforce learning concepts.
- Performs basic office duties.
- Performs other related duties as required or assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

530: File # 530 Paraprofessional
Revised 7/23/08
Reviewed and agreed to _____________________________ Date _____________
                     Employee Signature

Received by _____________________________ Date____________________
                      Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
TITLE: Paraprofessional/Clerk: Alternative School

REPORTS TO: Alternative School Coordinator

QUALIFICATIONS:

Education/Experience- High School Diploma; completed two years of full-time study from a state-approved or regionally accredited institution of higher education. Highly Qualified.

SCOPE OF RESPONSIBILITIES:

To supervise students and maintain records and fulfill needs for the Alternative School under direct supervision of the Coordinator.

Language Skills- Ability to effectively communicate both orally and in writing, ability to accurately give and receive information via telecommunication system and must be able to communicate successfully with students, teachers, parents, school personnel, and the community.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Receives and processes students who have been removed from class for disruptive behavior.
- Provides a nurturing environment wherein strict discipline is maintained.
- Assists in meeting the instructional needs of the students.
- Interacts appropriately with students, and assists in creating an environment conducive to learning.
- Helps students with personal possessions.
- Maintains discipline standards according to the regulations of the school system and the assigned teacher.
- Attends faculty meetings, parent conferences, and IEP meetings when requested.
- Maintains classroom equipment and keeps materials of instruction organized and clean.
- Maintains student confidentiality.
- Consults individually and/or in groups with the students assigned to the behavior clinic.
- When requested by the principal, accompanies students to other classes, the restroom, recess, etc.
- Monitors the completion of assigned class work given to the students.
• Maintains accurate, complete and correct records as related to the behavior clinic.
• Under the direction of the principal, provides information to students, teachers, and parents.
• Other duties as assigned.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to ___________________________ Date _____________
Employee Signature

Received by ___________________________ Date _____________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
TITLE: Paraprofessional-Special Education

REPORTS TO: School Principal

QUALIFICATIONS:

Education/Experience- High School Diploma or GED and some previous experience working with children preferred. Highly Qualified as defined by No Child Left Behind Legislation.

SCOPE OF RESPONSIBILITIES:

Assisting teachers with students identified as requiring special education services.

Language Skills- Ability to read and interpret documents such as safety rules and procedure manuals, ability to write routine reports and correspondence, ability to speak effectively before groups of students or parents, ability to effectively present information in one-on-one and small group situations to students.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Discusses assigned teaching area with classroom teacher to coordinate instructional efforts.
- Assists teacher in preparing and developing various teaching aids such as bibliographies, charts, and graphs.
- Assists teacher in presentation of subject matter to students, utilizing a variety of methods and techniques such as small group instruction, discussion, and supervised role-playing.
- Assists in the routine supervision of study areas, cafeteria, halls, playground, field trips, and bus loading and unloading areas, when applicable.
- Assists teacher in preparing, administering and grading examinations.
- Assists students, individually or in groups, with lesson assignments to present or reinforce learning concepts.
- Operates audio-visual equipment, assistive technology devices and computers.
- Assists teacher with control of student behavior and discipline.
- Assists teacher in conferences with parents on progress of students.
- Performs non-complex health procedures as prescribed by board policy and state law.
- Performs required duties to meet students’ physical needs.
- Performs other related duties as required or assigned.
EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________
Employee Signature

Received by _____________________________ Date _____________
Signature and Title

NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.
CENTRAL COMMUNITY SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: Intervention Paraprofessional

REPORTS TO: Director of Instruction; Principal

QUALIFICATIONS:

Education/Experience- High School Diploma or GED; Highly Qualified.

SCOPE OF RESPONSIBILITIES:

Assist the teacher in meeting the needs of targeted students.

Language Skills- Ability to read and comprehend simple instructions, short correspondence, and memos.

Reasoning Ability- Ability to apply commonsense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Nine Month Position

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

• Read stories to class and listen to students read aloud.
• Assist students with their seat work.
• Assist with reading and phonics in small groups and classroom drills.
• Assist with classroom activities.
• Check papers and record grades.
• Alert teacher to any problems or special information about an individual student
• Act as a liaison between school, parents, and students.
• Monitor room for student behavior, cleanliness, and safety.
• Cover classrooms for a short period of time for special situations.
• Prepare material for lessons and follow-up instruction using manipulatives.

EVALUATION:

Shall be evaluated in accordance with Central Community School Board Personnel Accountability Plan

Reviewed and agreed to _____________________________ Date _____________
Employee Signature

545: File # 545 Interventionist Paraprofessional Revised 7/23/08
NOTE:

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all the duties and responsibilities. The Central Community School Board reserves the right to change this description at its discretion.