

PIQUA CITY SCHOOL DISTRICT

Job Descriptions

300 CERTIFICATED

- 301 Guidance Counselor – Elementary
- 302 Guidance Counselor – High School
- 303 Guidance Counselor – Junior High
- 304 Library/Media Specialist
- 305 Reading Specialist
- 306 School Nurse
- 307 School Psychologist
- 308 Speech/Language Pathologist
- 309 Special Education Tutor
- 310 Teacher
- 311 Teacher – Home Instruction
- 312 Teacher – In-School Suspension
- 313 Teacher – Special Education
- 314 Teacher – Substitute
- 315 Teacher/Coordinator – Gifted and Talented

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title:	ELEMENTARY SCHOOL GUIDANCE COUNSELOR	File 301
Reports to:	Principal	
Job Objectives:	Helps students resolve problems that impede learning. Counsels students to acknowledge and manage responsible personal conduct. Helps students think of school as a positive experience. Encourages parental involvement.	
Minimum Qualifications:	<ul style="list-style-type: none">• Valid Ohio school guidance counselor license or certificate.• Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).• Documentation of a clear criminal record.	
Responsibilities and Essential Functions:	<p>The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.</p> <ul style="list-style-type: none">• Consults with staff to identify, implement, and evaluate guidance services.• Upholds board policies and follows administrative procedures.• Promotes a favorable image of the school district.• Facilitates the transition process for students entering or leaving the school program. Provides student orientation and follow-up services.• Provides information services to parents and students (e.g., testing procedures, program options, promotion requirements, etc.).• Helps students understand why learning is important. Assists students with the development of appropriate study skills.• Helps students better understand themselves and others.• Provides opportunities for students to learn about jobs and develop a positive attitude about the world of work. Helps students explore individual interest.• Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.• Works with building staff to develop and maintain a positive learning environment and stimulate student interest. Helps parents and students understand academic and behavioral objectives.• Communicates high expectations and shows an active interest in student progress.• Helps students develop critical-thinking, problem-solving, and creativity skills.• Incorporates the effective use of available technology in records management and guidance activities. Upholds computer technology acceptable use policies.• Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).• Coordinates state proficiency testing activities (e.g., materials distribution, scheduling, test administration, processing, transfer of scores to student transcripts, etc.).• Assists building administrators with the coordination of standardized and alternative testing programs, test result interpretations, and the identification and implementation of interventions for students experiencing learning difficulties.• Maintains accurate records and submits reports on time.• Respects personal privacy. Maintains the confidentiality of privileged information.• Conducts group sessions as needed to address student concerns (e.g., grief, socialization, personal behaviors, conflict mediation, etc.).• Serves as a resource for drug prevention awareness and intervention activities.• Helps staff address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).• Facilitates communications with community services associated with students' programs (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).• Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).• Schedules home visits when necessary to support program goals.• Reports evidence of suspected child abuse as required by law.	

- Participates in team meetings as requested (e.g., IAT, IEP, parent conferences, etc.). Works with team members to reach a consensus on a plan for students requiring assistance.
- Supports a full range of educational options. Helps staff resolve problems related to the participation of students with disabilities in appropriate peer group activities.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Acts in accordance with the professional code of ethics.
- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: HIGH SCHOOL GUIDANCE COUNSELOR

File 302

Reports to: Principal

Job Objectives: Helps students identify goals and make appropriate choices. Counsels students to acknowledge and manage responsible personal conduct. Helps students resolve problems that impede learning. Encourages parental involvement.

Minimum Qualifications:

- Valid Ohio school guidance counselor license or certificate.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Consults with staff to identify, implement, and evaluate guidance services.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Assists the principal with the development of the master schedule as directed.
- Assists with the coordination of summer school programs when offered.
- Facilitates the transition process for students entering or leaving the school program. Provides student orientation and follow-up services.
- Provides information services to parents and students (e.g., testing procedures, program options, graduation requirements, etc.). Helps students understand their personal responsibility for setting goals and achieving success.
- Oversees scheduling and record keeping processes. Helps students make suitable choices to meet graduation requirements.
- Conducts guidance classes. Collaborates with teachers on students career planning activities. Helps students revise individual career plans (ICP). Oversees the development of student career passports.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Works with building staff to develop and maintain a positive learning environment and stimulate student interest. Helps parents and students understand academic and behavioral objectives.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Incorporates the effective use of available technology in records management and guidance activities. Upholds computer technology acceptable use policies.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Coordinates state proficiency testing activities (e.g., materials distribution, scheduling, test administration, processing, transfer of scores to student transcripts, etc.).
- Assists building administrators with the coordination of standardized and alternative testing programs, test result interpretations, and the identification and implementation of interventions for students experiencing learning difficulties.
- Serves as a liaison to the vocational school. Facilitates enrollment procedures.
- Maintains career information materials. Helps students explore post-secondary training opportunities (e.g., college, university, technical, and proprietary schools; military services, etc.). Coordinates admission counselor/recruiter visits. Maintains up-to-date scholarships and financial aid information.
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Conducts group sessions as needed to address student concerns (e.g., grief, socialization, personal behaviors, conflict mediation, etc.).

- Serves as a resource for drug prevention awareness and intervention activities.
- Helps staff address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Facilitates communications with community services associated with students' programs (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).
- Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).
- Schedules home and work site visits when necessary to support program goals.
- Reports evidence of suspected child abuse as required by law.
- Participates in team meetings as requested (e.g., IAT, IEP, parent conferences, etc.). Works with team members to reach a consensus on a plan for students requiring assistance.
- Supports a full range of educational options. Helps staff resolve problems related to the participation of students with disabilities in appropriate peer group activities.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Acts in accordance with the professional code of ethics.
- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title:	JUNIOR HIGH SCHOOL GUIDANCE COUNSELOR	File 303
Reports to:	Principal	
Job Objectives:	Helps students resolve problems that impede learning. Counsels students to acknowledge and manage responsible personal conduct. Helps students identify goals and make appropriate choices. Encourages parental involvement.	
Minimum Qualifications:	<ul style="list-style-type: none">• Valid Ohio school guidance counselor license or certificate.• Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).• Documentation of a clear criminal record.	
Responsibilities and Essential Functions:	<p>The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.</p> <ul style="list-style-type: none">• Consults with staff to identify, implement, and evaluate guidance services.• Upholds board policies and follows administrative procedures.• Promotes a favorable image of the school district.• Assists the principal with the development of the master schedule as directed.• Facilitates the transition process for students entering or leaving the school program. Provides student orientation and follow-up services.• Provides information services to parents and students (e.g., testing procedures, program options, promotion requirements, etc.). Helps students understand their personal responsibility for setting goals and achieving success.• Conducts guidance classes. Collaborates with teachers on students career planning activities. Helps students explore and formulate individual career plans (ICP).• Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.• Works with building staff to develop and maintain a positive learning environment and stimulate student interest. Helps parents and students understand academic and behavioral objectives.• Communicates high expectations and shows an active interest in student progress.• Helps students develop critical-thinking, problem-solving, and creativity skills.• Incorporates the effective use of available technology in records management and guidance activities. Upholds computer technology acceptable use policies.• Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).• Coordinates state proficiency testing activities (e.g., materials distribution, scheduling, test administration, processing, transfer of scores to student transcripts, etc.).• Assists building administrators with the coordination of standardized and alternative testing programs, test result interpretations, and the identification and implementation of interventions for students experiencing learning difficulties.• Maintains accurate records and submits reports on time.• Respects personal privacy. Maintains the confidentiality of privileged information.• Conducts group sessions as needed to address student concerns (e.g., grief, socialization, personal behaviors, conflict mediation, etc.).• Serves as a resource for drug prevention awareness and intervention activities.• Helps staff address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).• Facilitates communications with community services associated with students' programs (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).• Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).• Schedules home and work site visits when necessary to support program goals.• Reports evidence of suspected child abuse as required by law.	

- Participates in team meetings as requested (e.g., IAT, IEP, parent conferences, etc.). Works with team members to reach a consensus on a plan for students requiring assistance.
- Supports a full range of educational options. Helps staff resolve problems related to the participation of students with disabilities in appropriate peer group activities.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Acts in accordance with the professional code of ethics.
- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: LIBRARY/MEDIA SPECIALIST

File 304

Reports to: Principal

Job Objectives: Promotes and teaches the effective use of library/media services.

Minimum Qualifications:

- Valid Ohio library/media license or certificate appropriate for the assignment.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.
- Experience with computer operating systems and software applications.
- Commitment to keeping current with technological advances.

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Provides training and support to enhance staff and student access and use of resource materials and equipment.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Participates in short- and long-range planning activities.
- Helps prepare grant and foundation proposals.
- Administers the board-approved budget. Updates the library/media collection. Catalogs materials to facilitate the effective retrieval of information by patrons.
- Maintains an orderly and functional circulation system. Keeps books, periodicals, etc., properly shelved. Promotes the proper use and care of school property.
- Oversees the cleaning, repair, and replacement of library/media equipment and materials. Mends books and makes minor equipment repairs. Discards outdated or damaged materials following board-adopted procedures.
- Provides regular orientation sessions for patrons. Develops and implements programs that enhance student reading and research skills.
- Keeps current with K-12 courses of study, the district's scope and sequence framework, and state standards/guidelines.
- Works with staff to improve student learning through the effective use of library/media resources.
- Supports grade-level curriculum implementation activities.
- Helps research and prepare materials for teachers.
- Functions as a copyright resource.
- Collects and reserves material for classroom assignments when requested.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Develops and maintains a positive learning environment. Stimulates student interest in life-long learning.
- Uses effective communication strategies to introduce new library/media resources to patrons (e.g., E-mail, websites, displays, etc.).
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Uses story sharing activities to promote enthusiasm for reading.
- Helps patrons use media equipment (e.g., videos, CD-ROMs, audio tapes, etc.). Trains students to help teachers operate audio-visual equipment.
- Teaches patrons how to use library/media center's computers and peripherals.
- Prepares and presents special topics to classes when requested.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Keeps current with library/media resources available in the community.

- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Complies with district procedures to account for the collection of authorized student fees and fines.
- Reports evidence of suspected child abuse as required by law.
- Supports an inclusive educational environment. Provides opportunities for students with disabilities to participate in appropriate peer group activities.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in open houses and other school events as directed.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require wearing protective clothing and using safety equipment.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to air-borne particulates, chemical irritants, combustible materials, electrical hazards, equipment vibrations, noises, and odors.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

**PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION**

Title: **READING SPECIALIST**

File 305

Reports to: Curriculum Directors

Job Objectives: Plans, implements, and evaluates a comprehensive reading intervention program. Promotes close working relationships with students, staff, and parents. Serves as a language arts resource person.

**Minimum
Qualifications:**

- Valid Ohio teacher's license or certificate appropriate for the assignment; Reading Endorsement preferred.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.

**Responsibilities and
Essential Functions:** The following duties are representative of performance expectations.

- Willing to work with teachers in any subject area regarding reading instruction.
- Reviews district's local and state data, assists teachers and administration with interpretation of data and makes recommendations for improved student academic performance of students at all levels.
- Attends appropriate Professional Development.
- Prepares appropriate Professional Development.
- Works with Curriculum Directors to requisition essential supplies and equipment. Promotes the proper use and care of school property.
- Assists teachers in developing lessons to support mastery learning and the Rigor and Relevance Framework.
- Assists teachers in identifying reading levels of students in order to create action plans that will improve student academic performance.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Develops and maintains a positive learning environment. Stimulates student interest. Helps parents and students understand academic and behavioral objectives.
- Evaluates the needs of students based on all available information. Plans student interventions. Varies instructional techniques to address individual learning styles.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and basic literacy skills.
- Collaborates with other teachers. Shares knowledge and resources that enhance the educational process.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Helps students with content-area preparation for standardized and alternative tests.
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Reports evidence of suspected child abuse as required by law.
- Makes a referral for student assistance/intervention when a need is indicated. Meets mandated deadlines for required paperwork. Works with team members to reach a consensus on a plan for students requiring assistance.
- Makes teacher aware of reading best practices.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

Abilities Required: The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

Supervisory Responsibility: Under the direction of the Curriculum Directors: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

Working Conditions: Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

Performance Evaluation: Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Revised and Board Approved: 11/18/10

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title:	SCHOOL NURSE	File 306
Reports to:	Principal and Assistant Superintendent	
Job Objectives:	<p>Administers a comprehensive health service program designed to help students achieve maximum benefit from the district's educational programs and services.</p> <p><i>Note:</i> Legal restrictions prohibit the diagnosis and/or treatment of individuals beyond the evaluation of symptoms and administering emergency first aid. Parents/guardians are encouraged to take students with suspected health concerns to a physician or other medical provider for follow-up services.</p>	
Minimum Qualifications:	<ul style="list-style-type: none">• Valid Ohio registered nurse and school nurse licenses or certificates.• Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).• Documentation of a clear criminal record.• Demonstrates extensive knowledge of normal growth and development.• Demonstrates the ability to access pharmacology information and community health resources appropriate to the needs of students.• Training in behavioral management techniques.	
Responsibilities and Essential Functions:	<p>The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.</p> <ul style="list-style-type: none">• Consults with district administrators regarding student health services. Helps identify safety and health hazards. Investigates and documents injuries. Recommends policy revisions based upon professional guidelines and standards.• Upholds board policies and follows administrative procedures.• Promotes a favorable image of the school district.• Prepares the clinic. Sets up equipment. Requisitions essential supplies. Promotes the proper use and care of school property. Oversees the cleaning, repair, and replacement of clinic equipment. Ensures that equipment is stored properly.• Develops procedures to ensure that all medicines are stored safely.• Evaluates district procedures for dispensing medications and training staff.• Provides assistance to sick and injured students. Administers first aid.• Maintains high standards and upholds the student conduct code.• Ensures that the immunization status of all students is in compliance with state law.• Ensures that signed permission forms are on file as needed for the release of health information.• Makes exclusion or readmission recommendations regarding students with communicable diseases or other health concerns.• Performs all required state minimum screening activities.• Assists with the kindergarten-screening program.• Instructs teachers in the early identification of students' health risks. Evaluates suspected medical, visual, or hearing problems. Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.). Makes medical referrals.• Reviews completed medical emergency authorization forms. Communicates information to staff when required to protect students' health and/or well-being.• Assesses student health conditions and develops nursing care plans. Coordinates training for staff assigned to provide care for students with special medical needs.• Trains staff in standard practices related to student assistance (e.g., first aid, dispensing medication, tube feeding, suctioning, catheterization, etc.). Monitors student care and reports unsafe practices.• Participates in curriculum planning and makes health/wellness presentations.• Collaborates with teachers. Shares knowledge and resources that enhance the educational process.	

- Maintains accurate records. Supervises the preparation of clinical records to ensure accuracy. Submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Reports evidence of suspected child abuse as required by law.
- Makes a referral for student assistance/intervention when a need is indicated. Meets mandated deadlines for required paperwork. Works with team members to reach a consensus on a plan for students requiring assistance.
- Maintains a working relationship with community health resources (e.g., mental health services, health care facilities, rehabilitation programs, etc.).
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Acts in accordance with the professional code of ethics.
- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal and assistant superintendent: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require wearing protective clothing and using safety equipment.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to air-borne particulates, chemical irritants, combustible materials, electrical hazards, equipment vibrations, noises, and odors.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

**PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION**

Title:	SCHOOL PSYCHOLOGIST	File: 307
Reports to:	Director of Student Services	
Job Objectives:	Provides psycho-educational assessments, program planning, and consultation services that promote mental health and facilitate students learning. Encourages parental involvement in decision-making activities.	
Minimum Qualifications:	Valid Ohio school psychologist license or certificate. Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.). Documentation of a clear criminal record. Demonstrates the ability to access community resources appropriate to the needs of students.	
Responsibilities and Essential Functions:	<p>The following duties are representative of performance expectations. accommodation may be made to enable a qualified individual with a disability to perform essential functions.</p> <ul style="list-style-type: none">• Consults with district administrators to evaluate the ability of the district's school psychology services to meet the needs of students.• Upholds board policies and follows administrative procedures.• Promotes a favorable image of the school district.• Monitors education laws, rules, and regulations. Develops procedural protocols necessary to comply with legislative mandates.• Advocates for children. Helps ensure that policies and procedures support non-biased assessment and program planning activities.• Obtains informed written consent of parents/guardians before assessment and/or providing services.• Participates in a differentiated referral system that allows staff and parents to request a multi-factored evaluation and/or consultation for non-disabled students.• Participates in student assistance team meetings. Administers diagnostic tests and interprets results. Works with team members to reach a consensus on a plan for students requiring assistance. Monitors the efficacy of recommendations.• Helps formulate and guide the implementation of Individualized Education Plans (IEP) for students meeting eligibility requirements. Works with staff to ensure that services are provided in the least restrictive educational environment.• Participates in due process procedures as requested.• Maintains accurate records and submits reports on time.• Respects personal privacy. Maintains the confidentiality of privileged information.• Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).• Schedules home visits when necessary to support program goals.• Provides programs to help parents understand and improve parenting skills.• Helps coordinate services for students participating in community programs (e.g., preschools, residential facilities, etc.).	

- Works with district staff to carry out "child find" and preschool/kindergarten screening activities.
- Collaborates with teachers. Shares knowledge and resources that enhance the educational process.
- Instructs teachers in the early identification of mental health risks.
- Helps staff address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, vocational transition plans, etc.).
- Conducts group sessions as needed to address student concerns (e.g., grief, socialization, personal behaviors, conflict mediation, etc.).
- Serves as a resource for drug prevention awareness and intervention activities.
- Facilitates communications with community services associated with students' programs (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).
- Reports evidence of suspected child abuse as required by law.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Acts in accordance with the professional code of ethics.
- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the Director of Student Services, plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.

- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

DRAFT: 2/8/07

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: **SPEECH LANGUAGE PATHOLOGIST**

File 308

Reports to: Principal

Job Objectives: Provides therapeutic interventions to help students identified as having a disability achieve maximum benefit from the educational program. Encourages parental involvement.

Minimum Qualifications:

- Valid Ohio speech/language pathologist license or certificate.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.
- Training in behavioral management techniques.

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Performs screening activities (e.g., child find program, new district students, students in grades designated by the board, etc.).
- Maintains screening records of preschool and kindergarten students when results are not conclusive.
- Retests students who have not passed earlier screening procedures.
- Performs diagnostic evaluations. Follows board-adopted due process procedures. Evaluates the needs of students based on all available information.
- Works with student assistance team members to reach a consensus on a plan for identified students. Helps prepare and implement Individualized Education Plans (IEP).
- Develops a therapy schedule. Provides therapy for speech/language disorders (e.g., verbal/written language, voice, articulation, fluency, interactive communication, auditory and/or visual processing, cognition/communication, etc.).
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Prepares the assigned therapy area. Sets up equipment. Requisitions essential supplies. Promotes the proper use and care of school property. Oversees the cleaning, repair, and replacement of therapy equipment. Ensures that supplies and equipment are stored properly.
- Complies with state model policies and procedures for the education of students identified as having a disability. Works with staff to ensure that services are provided in the least restrictive educational environment.
- Provides instructions in the use and care of assisted and/or augmentative devices.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Develops and maintains a positive therapy environment. Helps parents and students understand therapy goals and how they relate to the educational program.
- Communicates high expectations and shows an active interest in student progress.
- Collaborates with teachers. Shares knowledge and resources that enhance the educational process.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Documents therapy progress. Supervises the preparation of clinical records to ensure accuracy. Submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).
- Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Reports evidence of suspected child abuse as required by law.

- Supports a full range of educational options. Helps staff resolve problems related to the participation of students with disabilities in appropriate peer group activities.
- Facilitates communications with community services associated with students' programs (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).
- Schedules home visits when necessary to support therapy goals. Provides families information about proper techniques to assist with speech/language activities at home.
- Closely monitors student use of therapy equipment. Follows standard sanitation procedures to maintain a clean program environment.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Prepares an end-of-the year report and recommendations for each student served.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Acts in accordance with the professional code of ethics.
- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require performing repetitive tasks quickly and differentiating variances in intonation, pitch, rhythm, and sound.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require wearing protective clothing and using safety equipment.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to air-borne particulates, chemical irritants, combustible materials, electrical hazards, equipment vibrations, noises, and odors.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title:	SPECIAL EDUCATION TUTOR	File 309
Reports to:	Principal	
Job Objectives:	Provides individual and/or small group instruction for assigned students. Helps students manage behavior, identify goals, and make appropriate choices. Encourages parental involvement.	
Minimum Qualifications:	<ul style="list-style-type: none">• Valid Ohio teacher's license or certificate appropriate for the assignment.• Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).• Documentation of a clear criminal record.• Training in behavioral management techniques.	
Responsibilities and Essential Functions:	<p>The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.</p> <ul style="list-style-type: none">• Prepares the assigned instructional area. Requisitions essential supplies and equipment. Promotes the proper use and care of school property.• Consults with the classroom teacher to clarify assignments and instructional objectives. Collects, organizes, and prepares teaching materials and lesson plans consistent with students' IEPs.• Teaches assigned students as scheduled. Creates effective learning experiences. Reinforces concepts introduced in inclusive educational settings.• Upholds board policies and follows administrative procedures.• Promotes a favorable image of the school district.• Complies with state model policies and procedures for the education of students identified as having a disability. Works with staff to ensure that services are provided in the least restrictive educational environment.• Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.• Collaborates with other staff to implement behavior modification plans. Counsels students to acknowledge and manage responsible personal conduct. Charts behavior as required. Exercises caution when physical restraint is required.• Develops and maintains a positive learning environment. Stimulates student interest. Helps parents and students understand academic and behavioral objectives.• Evaluates the needs of students based on all available information. Plans student interventions. Varies instructional techniques to address individual learning styles.• Communicates high expectations and shows an active interest in student progress.• Helps students develop critical-thinking, problem-solving, and creativity skills.• Collaborates with other teachers. Shares knowledge and resources that enhance the educational process.• Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.• Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).• Helps students with content-area preparation for standardized and alternative tests.• Maintains accurate records and submits reports on time.• Respects personal privacy. Maintains the confidentiality of privileged information.• Prepares periodic student progress reports for classroom teachers. Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).• Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).• Reports evidence of suspected child abuse as required by law.• Supports a full range of educational options. Helps staff resolve problems related to the participation of students with disabilities in appropriate peer group activities.	

- Modifies test protocols as needed (e.g., prepares study guides, reads test questions, transcribes student responses, provides additional time, etc.).
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: **TEACHER**

File 310

Reports to: Principal

Job Objectives: Plans, implements, and evaluates student learning experiences. Helps students identify goals and make appropriate choices. Encourages parental involvement.

Minimum Qualifications:

- Valid Ohio teacher's license or certificate appropriate for the assignment.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.

Responsibilities and Essential Functions:

The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Prepares the assigned classroom. Requisitions essential supplies and equipment. Promotes the proper use and care of school property.
- Teaches scheduled classes. Documents teaching performance objectives. Creates effective learning experiences. Ensures that lesson plans align with the district's adopted courses of study.
- Submits required written lesson plans according to building procedures. Provides prompt notification of absences. Ensures that teaching materials, class lists, and classroom procedures are readily available for substitutes.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Develops and maintains a positive learning environment. Stimulates student interest. Helps parents and students understand academic and behavioral objectives.
- Evaluates the needs of students based on all available information. Plans student interventions. Varies instructional techniques to address individual learning styles.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Collaborates with other teachers. Shares knowledge and resources that enhance the educational process.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Helps students with content-area preparation for standardized and alternative tests.
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Evaluates student achievement/performance and assigns grades. Prepares progress reports. Consults with parents as needed (e.g., phone calls, notes, meetings, etc.).
- Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Reports evidence of suspected child abuse as required by law.
- Makes a referral for student assistance/intervention when a need is indicated. Meets mandated deadlines for required paperwork. Works with team members to reach a consensus on a plan for students requiring assistance.
- Helps prepare and implement Section 504 and Individualized Education Plans (IEP) for classroom students meeting eligibility requirements.
- Supports an inclusive educational environment. Provides opportunities for students with disabilities to participate in appropriate peer group activities.

- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
- JOB DESCRIPTION

Title: HOME INSTRUCTION TEACHER

File 311

Reports to: Principal

Job Objectives: Provides home instruction for students during prolonged absences. Consults with teachers and parents to bring the influences of home and school together for the fullest benefit to the student. Encourages parental involvement.

Minimum Qualifications:

- Valid Ohio teacher's license or certificate appropriate for the assignment.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.

Responsibilities and Essential Functions:

The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Consults with the classroom teacher to clarify assignments and instructional objectives. Collects, organizes, and prepares teaching materials and lesson plans consistent with students' IEPs.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Teaches assigned students as scheduled. Creates effective learning experiences.
- Complies with state model policies and procedures for the education of students identified as having a disability. Works with staff to ensure that services are provided in the least restrictive educational environment.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Develops and maintains a positive learning environment. Stimulates student interest. Helps parents and students understand academic and behavioral objectives.
- Varies instructional techniques to address individual learning styles.
- Administers and grades tests as directed. Returns completed assignments to the classroom teacher.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Collaborates with other teachers. Shares knowledge and resources that enhance the educational process.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Helps students with content-area preparation for standardized and alternative tests.
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Evaluates students' progress. Makes the classroom teacher aware of special situations or problems encountered.
- Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).
- Uses support personnel to address student concerns (e.g., at-risk behavior, mental/physical health, family/peer relations, etc.).
- Helps identify families that may need intervention services.
- Reports evidence of suspected child abuse as required by law.
- Works with student assistance team members to reach a consensus on a plan for assigned students. Helps prepare and implement Section 504 and Individualized Education Plans (IEP).
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.

- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: **IN-SCHOOL SUSPENSION TEACHER**

File 312

Reports to: Principal

Job Objectives: Supervises students assigned to the in-school suspension program. Helps students manage behavior and make appropriate choices. Encourages parental involvement.

Minimum Qualifications:

- Valid Ohio teacher's license or certificate appropriate for the assignment.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.
- Training in behavioral management techniques.

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Determines seat assignments. Takes attendance. Promotes the proper use and care of school property.
- Upholds in-school suspension rules. Maintains high standards and upholds the student conduct code. Keeps the principal informed about chronic absenteeism, tardiness, and behavior problems.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Controls student access to lockers, toilet rooms, etc.
- Prohibits other students from loitering near the room entrance.
- Ensures that students have books and classroom assignments. Maintains a positive learning environment. Helps students with questions. Checks to ensure that students are making reasonable progress with assignments.
- Collects and maintains a library of resource materials (e.g., textbooks, magazines, etc.).
- Collaborates with other staff to implement behavior modification plans. Counsels students to acknowledge and manage responsible personal conduct. Charts behavior as required. Exercises caution when physical restraint is required.
- Helps parents and students understand academic and behavioral objectives.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Collaborates with other teachers. Shares knowledge and resources that enhance the educational process.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Helps students with content-area preparation for standardized and alternative tests.
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).
- Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Reports evidence of suspected child abuse as required by law.
- Makes a referral for student assistance/intervention when a need is indicated. Meets mandated deadlines for required paperwork. Works with team members to reach a consensus on a plan for students requiring assistance.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.

- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: SPECIAL EDUCATION TEACHER

File 313

Reports to: Principal

Job Objectives: Plans, implements, and evaluates student learning experiences using a differentiated curriculum. Helps students manage behavior, identify goals, and make appropriate choices. Encourages parental involvement.

Minimum Qualifications:

- Valid Ohio teacher's license or certificate appropriate for the assignment.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.
- Training in behavioral management techniques.

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Prepares the assigned classroom. Requisitions essential supplies and equipment. Promotes the proper use and care of school property.
- Teaches scheduled classes. Documents teaching performance objectives. Creates effective learning experiences. Ensures that lesson plans align with the district's adopted courses of study and are consistent with students' IEPs.
- Submits required written lesson plans according to building procedures. Provides prompt notification of absences. Ensures that teaching materials, class lists, and classroom procedures are readily available for substitutes.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Complies with state model policies and procedures for the education of students identified as having a disability. Works with staff to ensure that services are provided in the least restrictive educational environment.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Collaborates with other staff to implement behavior modification plans. Counsels students to acknowledge and manage responsible personal conduct. Charts behavior as required. Exercises caution when physical restraint is required.
- Develops and maintains a positive learning environment. Stimulates student interest. Helps parents and students understand academic and behavioral objectives.
- Evaluates the needs of students based on all available information. Plans student interventions. Varies instructional techniques to address individual learning styles.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Collaborates with other teachers. Shares knowledge and resources that enhance the educational process.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Helps students with content-area preparation for standardized and alternative tests.
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Evaluates student achievement/performance and assigns grades. Prepares progress reports. Consults with parents as needed (e.g., phone calls, notes, meetings, etc.).
- Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Reports evidence of suspected child abuse as required by law.

- Makes a referral for student assistance/intervention when a need is indicated. Meets mandated deadlines for required paperwork. Works with team members to reach a consensus on a plan for students requiring assistance.
- Helps prepare and implement Individualized Education Plans (IEP) for classroom students meeting eligibility requirements.
- Supports a full range of educational options. Helps staff resolve problems related to the participation of students with disabilities in appropriate peer group activities.
- Serves as a resource to teachers with special education students in their classrooms. Reinforces concepts introduced in inclusive educational settings.
- Facilitates communications with community services associated with students' programs (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).
- Schedules home visits when necessary to support program goals.
- Modifies test protocols as needed (e.g., prepares study guides, reads test questions, transcribes student responses, provides additional time, etc.).
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require wearing protective clothing and using safety equipment.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to air-borne particulates, chemical irritants, combustible materials, electrical hazards, equipment vibrations, noises, and odors.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: **SUBSTITUTE TEACHER**

File 314

Reports to: Principal

Job Objectives: Carries out the absent teacher's prepared lesson plans. Note: During a prolonged absence as defined by board policy, the substitute is responsible for performing all essential functions identified in the absent teacher's job description.

Minimum Qualifications:

- Complies with all state requirements for a temporary teaching license. Valid Ohio teacher's license or certificate is preferred.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.

Responsibilities and Essential Functions:

The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Follows the teacher's written lesson plans. Consults with the principal and/or staff to resolve questions and/or concerns.
- Complies with all building procedures and schedules. Promotes the proper use and care of school property.
- Teaches scheduled classes. Prepares a written summary of work completed. Makes the absent teacher aware of special situations or problems encountered.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Develops and maintains a positive learning environment. Stimulates student interest. Helps parents and students understand academic and behavioral objectives.
- Varies instructional techniques to address individual learning styles.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Works cooperatively with other teachers.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).
- Reports evidence of suspected child abuse as required by law.
- Supports an inclusive educational environment. Provides opportunities for students with disabilities to participate in appropriate peer group activities.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

Abilities Required: The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.

- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require wearing protective clothing and using safety equipment.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to air-borne particulates, chemical irritants, combustible materials, electrical hazards, equipment vibrations, noises, and odors.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

Job performance is evaluated according to the policy provisions adopted by the Piqua City School District Board of Education.

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Board Approved: 2/28/02

PIQUA CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: **GIFTED AND TALENTED TEACHER/COORDINATOR**

File 315

Reports to: Director of Curriculum and Instruction and Principals

Job Objectives: Plans, implements, and evaluates enrichment experiences for students identified as gifted and/or talented. Helps students identify goals and make appropriate choices. Encourages parental involvement.

Note: Elementary assignment serves identified students below grade 7. Junior High assignment serves identified students in grades 7 and 8.

Minimum Qualifications:

- Valid Ohio teacher's license or certificate appropriate for the assignment.
- Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.).
- Documentation of a clear criminal record.

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Works with the director of curriculum and instruction and the psychologist to deliver a continuum of services based on student test scores and identified areas of strength.
- Upholds board policies and follows administrative procedures.
- Promotes a favorable image of the school district.
- Complies with state model policies and procedures for the education of students identified as gifted.
- Tests students during regular school hours when requested.
- Prepares and implements a Written Education Plan (WEP) for qualified students (e.g., participation in after school activities, clustering students, telescoping/compacting curriculum, instruction differentiation/teacher consultation, pullout intervention, etc.).
- Coordinates all special services for students with WEPs (e.g., serves as an intervention specialist, helps teachers differentiate instruction for identified students, etc.).
- Notifies teachers about identified students and targeted academic areas.
- Maintains ongoing evaluation of WEPs and student needs. Manages spreadsheet data for all assigned students.
- Sends a copy of student WEPs to parents/guardians. Helps parents/guardians and students understand academic and behavioral objectives. Schedules meetings to discuss WEPs and program services as requested.
- Seeks community partnerships that enhance program activities. Coordinates student experiences outside of school that are consistent with WEPs when feasible.
- Coordinates Project Discovery.
- Prepares assigned instructional areas. Requisitions essential supplies and equipment. Promotes the proper use and care of school property.
- Keeps current with K-12 courses of study, the district's scope and sequence framework, and state standards/guidelines. Becomes knowledgeable about inclusive education and other service options (e.g., clustering, curriculum adaptation/replacement/extension, eliminating or condensing mastered material, adjusting the pace of instruction, etc.).
- Teaches scheduled classes and/or students. Documents teaching performance objectives. Creates effective learning experiences. Ensures that lesson plans align with the district's adopted courses of study (*junior high assignment*).
- Implements effective pupil management procedures. Maintains high standards and upholds the student conduct code.
- Develops and maintains a positive learning environment. Stimulates student interest.
- Submits required written lesson plans according to building procedures. Provides prompt notification of absences. Ensures that materials, student lists, and teaching procedures are readily available for substitutes.

- Serves as a liaison to classroom teachers and parents. Helps resolve problems. Directs parents to supplemental resources within the district and community.
- Evaluates the needs of students based on all available information. Plans student interventions. Varies instructional techniques to address individual learning styles.
- Researches and prepares program materials for gifted students.
- Communicates high expectations and shows an active interest in student progress.
- Helps students develop critical-thinking, problem-solving, and creativity skills.
- Collaborates with other teachers. Shares information about the involvement of their students in the gifted program. Provides ideas and suggestions as requested.
- Incorporates the effective use of available technology in records management and instructional activities. Upholds computer technology acceptable use policies.
- Helps students take full advantage of the learning environment (e.g., access and proximity to activities, use of adaptive equipment, etc.).
- Helps students with content-area preparation for standardized and alternative tests.
- Maintains accurate records and submits reports on time.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Evaluates student achievement/performance and assigns grades. Prepares progress reports (*junior high assignment*).
- Consults with parents as needed (e.g., phone calls, notes, meetings, etc.).
- Presents brief staff development training sessions when requested.
- Uses support personnel to address student concerns (e.g., excessive absences, at-risk behavior, mental/physical health, family/peer relations, etc.).
- Reports evidence of suspected child abuse as required by law.
- Makes a referral for student assistance/intervention when a need is indicated. Meets mandated deadlines for required paperwork. Works with team members to reach a consensus on a plan for students requiring assistance.
- Takes precautions to ensure staff/student safety. Does not leave students unsupervised. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.). Intervenes and/or reports concerns to an administrator.
- Supervises non-classroom activities when assigned.
- Participates in parent conferences, open houses, and other required school events.
- Serves as a gifted program advisory team member.
- Works with the director of curriculum and instruction to evaluate annual program activities, structure, and recommends modifications.
- Participates in staff meetings and professional growth opportunities.
- Accepts personal responsibility for decisions and conduct.
- Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

**Abilities
Required:**

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and contributes to a positive work environment.
- Organizes tasks and manages time effectively.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Averts problem situations and intervenes to resolve conflicts.
- Exhibits consistency, resourcefulness, and resilience.
- Exercises self-control and perseverance when dealing with students.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.
- Travels to meetings and work assignments.

**Supervisory
Responsibility:**

Under the direction of the principal and director of curriculum and instruction: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

**Working
Conditions:**

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

**Performance
Evaluation:**

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