

## REPORT SUMMARY SHEET

**BOARD MEETING DATE:** December 17, 2018

**TITLE AND BRIEF DESCRIPTION:** Job Description Changes

**ACTION DESIRED:** Approval

**BACKGROUND:** Due to the upcoming changes in the Eldon School District, many job descriptions have needed to be updated or created in order to best serve the district.

**Eldon Career Center Director:** It is proposed that the duties of this position are to be reallocated and modified to fit the current and future needs of the career center. Please see attached documentation for details.

**Assistant to the Career Center Director:** Eldon Career Center consistently serves approximately 500 unduplicated students on an annual basis. The assistant to the director position will replace the previous adult and community education coordinator position. It is proposed that the duties of this position and the existing placement coordinator position are to be reallocated and modified to fit the current and future needs of the career center. Please see attached documentation for details.

**Career Center Placement Coordinator:** Eldon Career Center consistently serves approximately 500 unduplicated students on an annual basis. It is proposed that the duties of this position and the assistant to the director position are to be reallocated and modified to fit the current and future needs of the career center. Please see attached documentation for details.

**JAG Program Coordinator:** A new position requires a job description. Attached is the qualifications, duties and responsibilities of what to expect from this position. JAG Program Coordinator takes personal responsibility for ensuring that high school students, who are experiencing barriers to their success to successfully graduate from high school and transition into the workplace, postsecondary education, and/or military. To achieve the expected outcomes, the JAG coordinator will provide targeted youth with employability and life survival skills through classroom instruction of core competencies, guidance/counseling, academic remediation, work-based learning experiences, summer activities, postsecondary, and career advisement; providing a twelve-month follow up period following graduation.

**Speech Language Pathologist:** The district is revising a Speech Language Pathologist job description to better meet the district's needs.

**Paraprofessional:** The district currently holds two different paraprofessional job descriptions and one aide job description. This new paraprofessional job description combines all three of the previous ones to make one uniform job description.

**RECOMMENDATION:** Approval as presented.

**SUPERINTENDENT'S APPROVAL:** Matt Daw  
For the purpose of submitting report

**TITLE:** Director of Career and Technical Education

**QUALIFICATIONS:** 1. Current Missouri Career and Technical Education Director Certification  
2. Minimum of Master's Degree  
3. Minimum of three years teaching experience

**REPORTS TO:** Superintendent

**SUPERVISES:** Career & Technical Education Faculty and Staff

**JOB GOAL:** To provide sound educational programs for students enrolled in career and technical education.

**PERFORMANCE RESPONSIBILITIES:**

- Planning, writing & managing of grants:
  - CTE Base and Performance (EIF)
  - CTE Enhancement
  - CTE Program Improvement (50/50)
  - Perkins
- Create & monitor budgets for ECC operations
- Presence at Eldon Chamber of Commerce functions
- Meet and communicate with superintendent
- Attend monthly district administration meetings
- Attend monthly school board meetings & prepare board reports
- Conduct regular meetings with staff members
- Common CTE Program Criteria & Quality Indicators
- NEE teacher evaluation (4-6 times yearly)
- Renew NEE certificate yearly
- Informal classroom walkthroughs regularly
- Participate in program advisory meetings
- Evaluate current programs, research for new programs, write DESE proposals if adding
- Attend and provide support at CTSO functions, contests, leadership events
- MORAP Grant coordinator oversight and guidance
- PLC - constant planning, execution & evaluation (Wednesday's & PD days, including start of the year)
- Plan & coordinate teacher/staff appreciation days
- Career Planning Guide planning/changes
- Eldon Career Center Open House annually
- Handle student discipline matters
- Conference Participation
  - MoACTE Summer
  - SREB Summer
  - Admin Fall
  - MCCTA Spring/Legislative Day
  - NE district directors meetings
- ECC & EHS
  - Bi-weekly Intervention Team meetings at EHS

- Plan & monitor advisory, exploratory courses, ACT prep
- Sporting event administration
- Individual student advisement
- ECC & Consortium
  - Communicate & meet with sending school administration and counselors
  - Present certificates/diplomas at sending school ceremonies & graduations

**TERMS OF EMPLOYMENT:** Twelve Month Contract as per Administrative salary schedule. (With 20 Days flexible non-contract time each year to be used between the end and beginning of successive academic school years as approved by the Superintendent.)

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Staff.

**ADOPTED:** July 15, 2013

**REVISED:** December 17, 2018

**TITLE:** Assistant to the Director of Career and Technical Education

**QUALIFICATIONS:** 1. Career and technical education background  
2. A master's degree in education is preferred

**JOB GOAL:** The assistant to the director should have a career and technical education background, excellent communication and leadership skills, be team-oriented and exhibit a positive attitude. Responsibilities include assisting the director with grant and finance management, appropriate DESE career education data collection and reporting, instructor curriculum support and offer professional development training, dual and articulated credit oversight, organize high-need adult education offerings and management, lead individual student advisement, organize and execute industry tours for teachers and students, provide consortium support and communication, administer career preparation interview processes, maintain a strong marketing and social media presence and develop sustainable relationships with community and business partners.

**REPORTS TO:** Career and Technical Education Director

**DUTIES AND RESPONSIBILITIES:**

- Technology Centers that Work Grant - proposal & administration
- Attend relevant conferences
- Marketing and social media presence, electronic sign updates
- Attend and provide support at CTSO functions, contests, leadership events
- Informal classroom walkthroughs regularly
- Career Planning Guide planning/changes
- Community and business outreach
- Industry visits/tours for teachers and students
- MORAP Grant coordinator oversight and guidance
- Support ECC Director with professional development activities
  
- Career Preparation Interviews
  - Senior resumes, applications, interview prep materials
  - Secure interviewers, logistics, schedule
  - Assembly for seniors prior to interviews
  - Follow-up, thank you's, etc.
  
- Adult Education
  - High-demand course offerings (CNA, CMT, Children & Divorce)
  - Scheduling, hiring teachers, advertise, enroll, logistics, budget/payroll, communicate with DHSS about testing/certifications, submit paperwork to MANHA (certifying agency), greet & direct students on class nights, give instructors proper support and supplies, maintain a shared calendar with custodian, survey students upon course completion
  - Update ETPS

- ECC & EHS
  - Individual student advisement - plan, create/update binders, provide PD
  - Stang Night - planning, logistics, create/update binders, appointment cards, etc.
  - MOAR Participation
  
- ECC & Consortium
  - Communicate & meet with sending school administration and counselors
  - Present certificates/diplomas at sending school ceremonies & graduations
  
- 180-Day Follow-Up data collection & state reporting
- Career Education June state data collection & reporting

**TERMS OF EMPLOYMENT:** Nine month teacher salary plus 10 days.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Staff.

**ADOPTED:** March 27, 1996

**REVISED:** December 17, 2018

- Title:** Placement Coordinator
- Qualifications:** Individual shall be certified career and technical education teacher or certified school counselor.
- Reports To:** Career and Technical Education Director
- Job Goal:** The Placement Coordinator is a non-teaching, professional staff member, with knowledge of career and technical education, excellent rapport with students, possess exceptional skills in communication, organization and technology. A degree in any career and technical education field or school counseling is preferred. Responsibilities include serving as liaison between ECC and all six sending schools in the areas of recruitment, enrollment and placement, technical skill assessment and industry recognized credential selection and administration, organization of annual college visits, student scholarships, certificates and awards, partnership with Eldon High School in the areas of advisement, recruitment and career preparation interviews, on-the-job training oversight, remain current on industry trends and assisting with marketing and social media presence. The placement coordinator also serves as ECC's lead advisor for the local career and technical student organization, SkillsUSA.

**Performance Responsibilities:**

- Consortium Communication
  - Recruitment activities (Focus on the Future, sophomore visits, Follow Me to ECC, parent/student presentations, personal tours, registration/open houses, online registration)
  - Maintain counselor/administrator/secretary relationship/SPED
  - Annual counselor meeting
  - Data stream to appropriate person within consortium (DESE reporting)
  - Provide scheduling/course offering updates annually
  - Enrollment/course requests and changes
  - Middle school presence
  
- SkillsUSA Lead Advisor
  - Full CTSO responsibilities - local and district level
  - Programs & services report
  - Teacher/Advisor communications

- Post-secondary connections
  - Professional development to stay current with entrance requirements, offerings, degrees/certificates available, solicit students to enroll in post-secondary education
  - Plan & execute three annual college visits
  - Keep current with career trends
  
- Employment/Industry connections
- Attend relevant conferences
- TSA/IRC Administration
- OJT Administration
- Triple A Students of the Quarter/Year - applications, certificates, gift cards
- Scholarship Coordination
- Job opportunities for high school students
- Marketing and social media presence, electronic sign updates
- Create & print end of year certificates for all schools
  
- ECC & EHS
  - Individual student advisement
  - High School 101 - presentation & organize CTSO presenters
  - MOAR Participation
  - Assist with senior resumes and applications
  
- National Technical Honors Society
- Career Prep Certificate at graduation
- ECC Ambassadors
- Senior Exit Interviews
- OSHA registration & test coordination

**Terms of Employment:**

Salary and work year to be established by the board.  
This will be a 9 month position plus 10 days.

**Evaluations:** Performance of this job will be evaluated by the Career and Technical Education Director

**Adopted:** April 21, 2008

**Revised:** December 17, 2018

**Job Title:** JAG Program Coordinator  
**Reports to:** Career Center Director  
**Classification:** Exempt

### **Qualifications**

- Bachelor's degree in social service, counseling, business, education, or a related discipline is preferred. Equivalent combination of training, education, and experience may be considered.
- Experience in Secondary and/or Post-Secondary education settings.
- Skills in human relations, leadership, supervision, and motivational techniques.
- Ability to work independently while managing multiple priorities.
- Ability to establish appropriate boundaries while developing and nurturing supportive relationships with students.
- Ability to educate a variety of constituencies and interested parties about the program by developing ongoing relationships and making formal presentations.
- Ability to develop curriculum, projects and/or other educational opportunities consistent with the goals of JAG.
- Working knowledge of basic computer applications such as word processing, Excel, and electronic data tracking, using the iJAG Internet-based Electronic National Data Management System (eNDMS).

### **Summary**

JAG Program Coordinator takes personal responsibility for ensuring that high school students, who are experiencing barriers to their success to successfully graduate from high school and transition into the workplace, postsecondary education, and/or military. To achieve the expected outcomes, the JAG coordinator will provide targeted youth with employability and life survival skills through classroom instruction of core competencies, guidance/counseling, academic remediation, work-based learning experiences, summer activities, postsecondary, and career advisement; providing a twelve-month follow up period following graduation.

### **Essential Duties and Responsibilities**

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

- Establishes a positive and on-going supportive relationship with students, families, local principals, administrators and school faculty to support students in the local JAG program. Serving as a student advocate when collaborating with school staff in developing intervention plans for struggling students.
- Collaborates with school counselors, advisors, community resources, and teachers to implement the JAG curriculum and to consistently build support for academic success, career exploration, goal setting, leadership



development, college planning, personal counseling, either directly or through linkages in the community to assist in overcoming barriers to graduation and/or success in the workplace.

- Analyzes student data and barriers and confers with advisory committee to identify and develop a pool of qualified students in need of intensive academic support such as tutoring, extended learning, mentoring, and counseling. Students with multiple barriers to success will be candidates for the JAG class.
- Deliver the JAG curriculum for the targeted students; ensure they receive competency in the core competencies through classroom instruction, in a variety of ways including Project Based Learning.
- Administer testing and assessments including pre-/post-tests to students in the JAG classroom and document results in the data management system (e-NDMS).
- Develop, implement and update monthly Individualized Development Plan (IDP) with all students on the program roster.
- Assess the impact of JAG on attendance, credits needed for graduation, college prep course selection, enrollment in AP and dual credit courses.
- Advocates for the program and creates an employer marketing plan to develop a pool of effective community support resources by working with employers, parents, civic groups, and community leaders to build awareness of and support for this unique program; develop service learning projects, create a pool of classroom speakers, participate in public relations activities, attend meetings and speak to community groups.
- Conducts parent/family outreach and education activities to the JAG students to strengthen family/school partnerships and facilitate career exploration, college selection and financial planning.
- Build appreciation for teamwork among students, sense of belonging and commitment to service learning among JAG students by organizing and serving as advisor to the Career Association; create opportunities through hands-on activities, guest speakers and workshops; and organize civic and social development opportunities.
- Provide supportive services to program participants for 12-month period after high school graduation to ensure successful transition to postsecondary education, employment and/or military. If students are non-graduates, specialists will provide support services to these students to ensure attainment of diploma or GED during the follow up period. Employers and/or post-secondary advisors are to be contacted 6 months out of the 12-month follow up period to ensure accuracy of data and continued students support.
- Complies with all documentation requirements from Career Center Director in a timely fashion including student contacts and activities, employer and community organization contacts, and other groups; develop

and maintain a well-organized filing and retrieval system for the JAG class. Utilizes e-NDMS for developing the student roster for the classroom.

- Participates fully in JAG for 12 months annually, and provides opportunities for student activity and engagement throughout the summer, documenting activities in e-NDMS.
- Participates in staff, regional, and state-wide meetings, and staff development activities within the building and district as appropriate.

**TERMS OF EMPLOYMENT:** Twelve month – Salary to be established by the Board.

**EVALUATION:** Performance of this job will be evaluated by the Career and Technical Education Director.

**ADOPTED:** 12/17/2018

**Job Title:** Speech-Language Pathology

**Reports to:** Director of Special Programs

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

**Education/Experience:** Master's Degree in Communication Sciences and Disorders from program ASHA approved. Licensure through the State Board of Registration for the Healing Arts and obtain the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) credential offered by the American Speech-Language-Hearing Association. Two years prior teaching/speech experience preferred.

**Performance Responsibilities:**

1. Comply with State Law and District Policies and regulations.
2. Maintain confidentiality and unquestionable integrity
3. Attends all staff meetings.
4. Screening
5. Evaluation
6. Implementing IEPs
7. Documenting progress
8. Other activities such as early intervening services and language-literacy activities with non-disabled students.
9. Create, distribute, and maintain quality IEP's, and all other pertinent special education paperwork within stated timelines.
10. Ensure all procedures are followed from referral, evaluation, determination and IEP creation.
11. Supervise SLP-A and/or Speech Implementers
12. Maintain all appropriate certifications
13. Travel between buildings on a regular basis

**Communication Skills:**

1. Ability to write reports, correspondence and procedure manuals consistent with the duties of this position.
2. Ability to effectively present information and respond to questions from parents.
3. Effectively communicate developmental issues to parents

**Terms of Employment:**

Speech-Language Pathologists are in a nine-month position. Salary is commensurate with teacher pay scale. Extended contract, and stipend are additional to base salary.

**Evaluation:**

Performance of the job will be evaluated in accordance with provisions of Board policy on Evaluation of Professional Staff.

**Adopted:** 12/17/2018

**Job Title:** Paraprofessional

**Reports to:** Administration, Teacher to which assigned

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

**Education/Experience:**

60 college credit hours and/or passing score on paraprofessional assessment where required and as outlined by the Missouri Department of Elementary and Secondary Education.

**Performance Responsibilities:**

1. Assist students according to their individualized needs. This may include, but not limited to: assisting in movement of the student, toileting, feeding, behavioral programming, educational programming, etc.
2. Assist teachers in developing/implementing educational or behavioral programs.
3. Track educational or behavioral information.
4. Implement IEP's, 504's, IHP, etc.
5. Organize materials for the classroom or for students.
6. Provide ample support to ensure the success of all classrooms.
7. Employ a variety of teaching techniques appropriate to the functioning level of students and the instructional objectives.
8. Promote student involvement and provide opportunities for students to practice skills through remediation or enrichment.
9. Lead small groups.
10. Maintain confidentiality of information about children and their families.
11. Participate in staff development training programs, faculty meetings and special events as requested by administration.
12. Comply with all board policies.
13. All other duties as assigned by supervisor.

**Terms of Employment:**

Paraprofessionals are district employees that may be placed in any position/building for which they are qualified. Employment is considered nine month.

**Evaluation:**

Performance of the job will be evaluated in accordance with provisions of Board policy on Evaluation of Professional Staff.

**Adopted:** 12/17/2018