

ASHTABULA AREA CITY SCHOOLS
JOB DESCRIPTION

PARA PROFESSIONAL
MODERATE/SEVERE DISABILITIES

QUALIFICATIONS:

Newly hired Para-professionals – All Para-professionals hired after January 8, 2002 for a Title I support program must have a secondary school diploma or its recognized equivalent on and of the following:

1. Completed two (2) years study at an institution of higher education; or
2. Obtained at least an associates degree; or
3. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:
 1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
 - 2 knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Existing Para-professionals – All current Para-professionals working for a Title I supported program must:

1. Have a secondary school diploma or its recognized equivalent;
2. Not later than January 8, 2006, meet the requirements for newly hired para-professionals as described above.

Exceptions – These requirements do not apply to a para-professional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

DUTIES:

Para-professionals working for a Title I supported program may be assigned to duties not inconsistent with the following:

- A. Providing one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the students.
- B. Assisting with classroom management, such as organizing instructional and other materials;
- C. Providing assistance in a computer laboratory;

- D. Providing support in a library or media center;
- E. Conducting parental involvement activities;
- F. Acting as a translator;
- G. Provide instructional services to students, if working under the direct supervision of a teacher; a Para-professional will be considered to be working under the “direct supervision” of a teacher if the:
 - 1. teacher plans the instructional activities that the Para-professional carries out;
 - 2. teacher evaluates the achievement of the students with whom the para-professional is working;
 - 3. Para-professional works in close and frequent physical proximity to the teacher;
- H. Performing limited duties beyond classroom instruction or that do not benefit program participants, so long as those duties are also assigned to non-Title I paraprofessionals. Title I Para-professionals may be assigned to more of these duties, proportional to their total work time, than the amount assigned to similar non-Title I para-professionals in the same school.
 - 1. Must not have any physical limitations, as heavy lifting is required, possible 50 pounds.
 - 2. Must possess an educational aide permit.
 - 3. Certified Licensed Practical Nursing experience preferred for employees hired after November 1, 1994.
 - 4. Knowledge of appropriate safety procedures.
 - 5. Ability to work with other employees in a way that is cooperative, productive and acceptable.
 - 6. Must be clean and neat in appearance.
 - 7. Possess skills in behavior management strategies.

REPORTS TO:

Building principal and Director of Special Education

JOB GOAL:

To assist the teacher/teachers with the instructional/behavioral activities and the physical care and safety of the student. This assistance begins in the classroom and can extend to the cafeteria, playground, restroom and transfer/transporting needs.

PERFORMANCE RESPONSIBILITIES:

1. Provide instructional reinforcement of concepts already presented by the teacher/teachers.
2. Provide individual/small group supervision.
3. Maintain records/charts as related to academic or behavioral concerns.
4. Assist the teacher/teachers in the preparation of instructional materials and assist the teacher/teachers of students who are disabled in education leading to social development, personal care development, academic development, and individual and other areas as determined by curriculum and I.E.P. and directed by supervisors.
5. Provide supervision and assistance to the children in special subject classes/activities, such as art, music, physical education, and occupational/physical therapy sessions as needed; closely monitor child to prevent injury.
6. Supervise recreational and leisure time activities as assigned.
7. Supervise and assist the children in feeding themselves during meal/snack time.
8. Assist the children with the use of their wheelchairs, standing tables and with ambulation and special apparatus, as necessary.
9. Assist the children in toileting themselves, including the care of incontinent individuals
10. Assist the children upon arrival to prepare them for the academic day; prepare children for dismissal.
11. Assist the children to and from the entrance/exit door for transportation vehicles.
12. Maintain confidentiality of personally identifiable data and abide by other regulations as they may apply to Special Education Programs for the education of children with disabilities.
13. Maintain a safe environment and insure the safety and well being of the student/students at all times.
14. Implement behavioral management strategies as determined by IEP team.
15. Listen to parental concerns and share those concerns with appropriate school personnel.
16. Other duties as assigned to meet the students needs/IEP goals.
17. The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the district.
18. The employee shall serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings. The employee shall help instill in students the belief in and practice of ethical principles and democratic values.

WORKING CONDITIONS:

Must be able to work at multiple sites and building levels (i.e., climb stairs, ladders). Exposure to dirt, cleaning materials, odors, heights and variable weather conditions is routine but not excessive. Required heavy lifting up to 50 pounds. May occasionally move up to 70 pounds safely. Stooping, bending, standing and walking are essential abilities.

These performance responsibilities are intended to illustrate the level of work difficulty and kinds of job duties that may be assigned to positions in this classification and should not be interpreted to describe all the duties that may be required in an individual position. The use of a particular expression or illustration to describe duties does not exclude the assignment of other duties not mentioned that are of similar kind or level of difficulty. The described job duties do not constitute a written or implied contract of employment. Ashtabula Area City Schools reserves the right to revise or change job duties, job hours, and responsibilities per the terms and conditions of the Master Agreement.

TERMS OF EMPLOYMENT:

Hours and days in accordance with position.

EVALUATION:

Performance of this position will be evaluated annually in accordance with the provisions of the Master Agreement by the building principal with input from the Director of Special Education.

REVISED: 4/15/2011

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