



Position Description

Special Education Instructional Paraprofessional

Salary Level: Based on Paraprofessional Contract

Prepared Date: Aug 24, 2009

Contract/Benefits: Based on Paraprofessional Contract

Prepared by: Deborah Hartman, Dir. Of Spec. Ed.

Department or Area: Instruction

Approved By: Dr. C. Russell Mayo, Deputy Supt.

Reports To: Principal in collaboration with the Director of Special Education

Qualifications:

1. Must meet educational requirements for “highly qualified paraprofessional,” as defined by the federal laws, No Child Left Behind, and IDEA. Must meet educational requirements of Chapter 14, PA Code 22.
2. Must meet basic reading, writing, and math competencies.
3. Valid Act 34, 114, and Act 151 clearances.
4. Valid tuberculosis test and physical examination with ADA reasonable accommodations stipulated, as appropriate.
5. Must continue to meet the required annual obligations of Chapter 14, PA Code 22: 20 hours of approved staff development activities related to their assignment.
6. U. S. citizen or holder of a valid work visa.
7. Such additional or alternatives to the above qualifications as the board or superintendent may determine appropriate and acceptable.

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, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Summary

An instructional paraprofessional is a school employee who works under the direction of a certificated staff member to support and assists in providing instructional, behavioral, and functional programs and services to children with disabilities or eligible young children. The support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting (e.g., community-based instruction) as provided in the student’s IEP. Instructional paraprofessionals shall meet one of the following qualifications:

- Have completed at least 2 years of postsecondary study.
- Possess an associate degree or higher.
- Meet a rigorous standard of quality as demonstrated through a State or local assessment.
- Participate in 20 hours of approved staff development activities annually.

Essential Duties and Responsibilities

1. Assist the principal and other professionals in maintaining a safe and orderly school environment.
2. Assist the special education and regular education teachers in the delivery of appropriate instructional and tutorial strategies as per the individualized educational plan (IEP).
3. Under the direction of the teacher, provide instructional support for the purpose of supporting/reinforcing lessons (e.g., administering tests, tutoring or reinforcing instruction).
4. Under the direction of the teacher, collect observational and academic data for the purpose of progress monitoring.
5. Maintain students' files/records for the purpose of documenting activities and/or providing reliable information.
6. Under the direction of the teacher, follow and implement positive behavior support plans.
7. Handle students' personal needs (e.g., feeding, toileting, diapering, etc.) for the purpose of providing care to students who may or may not have medical conditions but the medical concern is not the primary orientation for the student.
8. Assist students' safe transitions from/to locations and environments within and around the school (e.g., bus, cafeteria, community-based instruction, etc.).
9. Participate in specialized training related to specific individualized needs of eligible students with IEPs.
10. Maintain confidentiality in accordance with FERPA regulations/Chapter 14.
11. Respond appropriately to emergency situations as per standing orders and other policies and procedures.
12. Perform such other tasks within the expectation of this job category and/or assume such other responsibilities as may be assigned or delegated by the Superintendent of Schools, principal, or Director of Special Education.
13. When another paraprofessional (personal care assistant or educational interpreter) assigned within the building is absent (short-term), the administrator of the building may reassign other paraprofessionals to support special education students based on a priority of needs.
14. If the instructional para professional is assigned to work with one student and the student is absent, the administrator of the building may reassign the paraprofessional during the absence of the student within special education.
15. Perform such other tasks within the expectation of this job category and/or assume such other responsibilities as may be assigned or delegated by the Superintendent of Schools, principal, or Director of Special Education.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Displays a positive role model for students at all times; maintains confidentiality; shows respect and sensitivity for cultural differences; is open to the views of others; works well with others; is a team player.

Focuses on solving conflict, maintains confidentiality, demonstrates good listening skills, and shows reasonable control of personal emotions and exhibits objectivity and openness to the reviews of others.

Oral and Written Communication Skills

Speaks clearly in positive or negative situations; listens and solicits clarification; and responds appropriately to questions.

Writes clearly and effectively, and presents numerical data effectively in graphical displays.

Organizational Skills

Strictly follows standing orders, policies and procedures; reports on-time to all assignments; completes all necessary forms and reports in a timely fashion.

Personal Competencies

Exhibits sound and accurate judgment; treats people with respect; works ethically and with integrity; uses time efficiently; approaches others in a tactful manner; reacts well under pressure; follows instructions and responds to supervisory direction.

Dependability

Follows instructions, responds to supervisory direction; takes responsibility for own actions; completes tasks on time or notifies appropriate person with an alternate plan; is consistently at work and on time; ensures work responsibilities are covered when absent; and arrives at meetings and appointments on time.

Physical Demands

The physical demands described here are representative of those that must be met to successfully perform the essential duties of this job. Reasonable accommodations may be made to comply with the intent of ADA.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to walk, climb stairs, and bend. Lifting and carrying weights of 25 pounds short distances is required. The use of hands and fingers to handle documents, telephone, etc. is required. The employee is regularly required to stand, sit, and reach with hands and arms. Close vision, distance vision, and the ability to focus are required. Some positions may require attending to the physical and hygiene needs of children and may require additional physical demands.

Evaluation

Evaluation of this position is completed by the principal.

Reviewed and read by: _____ Date: _____
Individual serving in this position