

BROOKFIELD PUBLIC SCHOOLS
JOB DESCRIPTION

PARAPROFESSIONAL

GENERAL STATEMENT OF DUTIES

Paraprofessionals provide support and assistance to various professional personnel in the school district in the discharge of their duties and responsibilities. This assistance and support varies from one assignment to another but generally includes such work as instructional assistance for individuals or varying size groups of students, monitoring of a student or varying size groups of students, preparation and distribution of materials, and various other activities related to the support and assistance to professional staff.

SUPERVISION RECEIVED

Reports to and is directly responsible to the principal, or his/ her designee.

SUPERVISION EXERCISED

Paraprofessionals may supervise an individual student or groups of students as directed by the principal or his/her designee. Paraprofessionals may also supervise groups of students during special school activities, as directed by the principal or his/ her designee.

JOB GOAL

To assist and support professional staff in achieving the school mission, objectives related to student academic performance and social well-being, and to maintain a safe, orderly educational environment.

EVALUATION

Performance of this job will be evaluated by the principal or his/her designee.

ILLUSTRATIVE EXAMPLES OF WORK PERFORMED¹

(This list is not all-inclusive)

All Paraprofessionals:

1. *Under the supervision of professional staff, prepares classroom materials and conducts instructional support activities.*
2. *Assists teachers in grading and evaluating student work under the direction of professional staff.*
3. *Provides direct instructional assistance to students with their work as well as general assistance, as needed, for needs related to clothing, lavatory, lunch, and organizational tasks related to learning activities.*

4. *Assists professional staff in filing of student work and records, and storage and retrieval of instructional materials and equipment, and other basic clerical functions.*
5. *Provides information for the professional staff in conducting parent conferences or special services meetings, as requested.*
6. *Alerts professional staff to any problem or special information about an individual student or groups of students.*
7. *Operates instructional equipment in support of teaching and student learning activities.*
8. *Supervises individual students or groups as assigned by the Principal or his/ her designee.*
9. *Checks notebooks, corrects papers, and supervises testing and makeup work such as homework as assigned by the teacher.*
10. *When assigned, works with students with special education needs under the supervision of the special education teacher. Reinforces material initially introduced by the teacher, practices a skill with a student prior to the group activity, and assists in daily living skills.*
11. Performs such additional duties as assigned by the principal or his/her designee, i.e., playground duty, lunch duty, etc.

Paraprofessionals providing student support within an Applied Behavior Analysis program:

12. Provides direct service including application of basis ABA principles, data collection, graphing and maintaining student program books under supervision of the BCBA.
13. Applies knowledge of autism to contribute to team meetings.
14. Applies knowledge of advanced ABA principles: reinforcement, extinction, prompting, prompt fading, contingency management, incidental teaching under supervision of the BCBA.
15. When assigned by BCBA, models strategies for paraprofessionals beginning ABA support.

¹Essential duties are designated by italicized print.

EDUCATION. EXPERIENCE AND QUALIFICATIONS

1. All Paraprofessionals are required to have either an Associates Degree, two years of college credit or a passing score on the ParaPro examination (Educational Testing Services). Preference in employment may be given to college graduates or persons enrolled in a teacher preparation program.
2. Demonstrated interest in children and education. An ability to establish an effective rapport with professional staff and students.
3. Evidence of aptitude, emotional maturity and stability necessary for working with various types of children and professional staff.
4. Skills required to perform effectively:
 - Communicates effectively with professional staff, students and parents throughout the workday; including following and giving both oral and written directions.
 - Frequently uses computers, copiers, audio-visual equipment and related technological in support of the professional staff and student learning.
 - Moves, bends, stoops, crouches, and lifts (up to 70 pounds) on a regular basis to work with, supervise or transfer students for both learning and non-learning related tasks. .
 - Assesses student's work on a regular basis. Possesses good judgment in supervising, managing and communicating with students.