

### JOB INFORMATION

<i>Title:</i>	Paraeducator Instructional Assistant - Centennial S D
<i>FLSA:</i>	Non-Exempt
<i>Terms of Employment:</i>	180 / 200 Days
<i>Employee Group:</i>	Support / Compensation Agreement
<i>Location</i>	Building
<i>Last Edited On:</i>	6/23/2022 12:05:28 PM

### ORGANIZATION

<i>County:</i>	Bucks
<i>Entity:</i>	Centennial S D
<i>Department:</i>	Assigned Department per Organizational Chart
<i>Reports To:</i>	Assigned Administrator
<i>Supervises:</i>	None

### JOB GOAL

To work under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities in order to provide them with help and support needed to benefit from their Individualized Education Program (IEP). Services may be provided in a special education class, regular education class or other instructional setting.

### ESSENTIAL FUNCTIONS

- Abides by applicable federal, state and local laws and regulations, guidelines District policies and administrative regulations. Familiarizes self with assigned student(s) IEPs including needed accommodations in area of responsibility.
- Provides one-on-one or group review of material taught by certificated staff, as assigned. Assists with classroom management and implementation of individual students' positive behavior support plans.
- Assists the student(s) to whom assigned in such physical tasks as managing materials and personal items and transitions within the building (such as travel to specials, office, nurse, restroom, fire drills, etc.). Provides information and assistance to substitute teachers regarding student(s). As directed, assists with student(s) assigned to other paraprofessionals in their absence.
- Assists students with self-care in accordance with their IEPs and as directed by teacher(s).
- Assists the student(s) in curriculum tasks, guiding, helping and reinforcing/rephrasing instruction and providing assistance during testing as provided for in the student's IEP and as directed by teacher(s).
- Assists with morning and afternoon bus duty, morning and afternoon hall duty, morning cafeteria duty and lunch duty and/or assists with students being dropped off by parents as directed by Building Principal.
- Assembles materials needed by teacher(s) for daily instruction or student homework and makes any adaptations, as necessary per individual student' needs (enlarge, modify number of problems, and/or adapt/modify work by color coding/enlarging in accordance with IEPs) as directed by teacher(s).
- Monitors and assists with student use of instructional equipment. Provides general maintenance of equipment including cleaning and disinfecting. Reports malfunctioning equipment to classroom teacher.
- Interacts, communicates and cooperates with staff, faculty, students and administration communication with parents as directed as well as serving as a resource person to confer with IEP team.
- Accompanies students on field trips and community based instruction activities, upon request of District Administration.
- Attends training as required for performance of the job. Completes and provides evidence of twenty (20) hours per school year of staff development activities related to his/her assignment.
- Provides accommodations as set out in each student's IEP and as directed by teacher(s).
- Monitors student's progress, as deemed appropriate, during regular or special class performance and group work, prompting, assisting or redirecting, as directed by a teacher, during teacher instruction or independent work periods.
- Prepares journals/assignment books and assists with organizational needs on a daily basis including monitoring assignment book and gathering homework materials.
- Collects and reports data related to behavior support plans and health issues as directed by teacher(s)/school nurse.
- Serves as a liaison between general and special education classrooms.
- Collects data and keep daily communication information as directed to be reviewed by teacher(s) before being sent to parent(s).
- Maintains the same high level of ethical behavior and confidentiality of information about students as is expected in the classroom teachers.
- Reinforces/implements assigned students' behavior plans as instructed by the teacher. Performs reinforcement services and activities related to cognitive, visual, auditory, and motor skills as assigned by the teacher. Assists teachers with students who

may need physical management of behavior using safe, legal, and acceptable procedures.

May be reassigned to support individual students as needed.

***Performs other duties as assigned.***

***Performs in accordance with school policy, administrative regulations, state and federal laws.***

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

### Education

<i>Education Level</i>	<i>Education Details</i>	<i>Req</i>	<i>Pref</i>
Associates Degree	Or meets a rigorous standard of quality as demonstrated through a state or local assessment.	X	

### Work Experience

<i>Experience</i>	<i>Experience Details</i>	<i>Req</i>	<i>Pref</i>
	Successful previous experience with students with special needs in an educational setting.		X

## SCOPE

### Analytical Demands

- Occasional analytical demands. Analysis involves simple comparisons between numbers, letters, etc. (e.g., sorting, tallying, simple tabulating, and the like).

### Supervision

- No supervisory duties.

### Sensory Abilities

- Visual acuity and auditory acuity.
- Ability to communicate effectively in all aspects of the job.

### Temperament

- Must possess excellent interpersonal skills.
- Must be cooperative, congenial, and service oriented.
- Able to make judgments and work in situations that may be stressful.
- Ability to work as a coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to work in an environment with frequent interruptions.
- Ability to be respectful and empathetic.

### Cognitive Ability

- Ability to communicate effectively.
- Ability to organize tasks.
- Ability to exercise good judgment.
- Ability to follow written and verbal directions, to read and write, to communicate effectively, to organize tasks, to handle multiple tasks, and to exercise good judgment.
- Ability to establish and maintain rapport with students, parents, athletic staff, alumni, Board members, booster groups, staff, co-workers, and general community.
- Ability to work on multiple tasks and prioritize appropriately.
- Ability to recognize areas of concern and propose or recommend appropriate solutions to problems.

## Cognitive Ability

- Maintains productive working relationship with immediate supervisor.

## Specific Skills

- Demonstrates effective classroom management skills.
- Must possess active listening skills.
- Must possess conflict mediation skills.
- Plans and prioritizes assignments effectively. Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.
- Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- Maintains a good attitude toward administration, fellow employees and the public.
- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Proofreads work for grammar and spelling accuracy.
- Ability to compose clear, concise sentences and paragraphs.

## Workplace Expectations

- Acknowledges individuals' requests and handles them in a friendly and courteous manner.
- Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures. Follows the chain of command.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Responds appropriately to supervision and direction.
- Dresses appropriately for job environment.
- Ability to follow directions and give direction to others.
- Ability to work independently and make work-related decisions.
- Ability to exercise good judgment in prioritizing tasks.
- Ability to communicate effectively at all organizational levels.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
- Ability to appropriately handle confidential information in accordance with District policies.

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

## Standard ADA Settings

<b>Standard ADA Selection</b>	Office <b>X Classroom</b> Other (to include Physically Demanding Positions)
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*This factor measures the strength and stamina required in areas such as lifting, standing, and the frequency of doing these as necessary to perform the particular duties of the job.*

## Physical Demands

*The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.*

	<i>Physical Demand</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
<input checked="" type="checkbox"/>	Sitting				X	
<input checked="" type="checkbox"/>	Standing				X	
<input checked="" type="checkbox"/>	Walking				X	
<input checked="" type="checkbox"/>	Talking: On the phone; person-to-person, and in groups		X			
<input checked="" type="checkbox"/>	Hearing: On the phone; person-to-		X			

## Physical Demands

*The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.*

	<i>Physical Demand</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
	person, and in groups					
<input checked="" type="checkbox"/>	Vision: Near, midrange, far, peripheral, depth and color				X	
<input type="checkbox"/>	Driving Requirements (personal vehicle, and/or company vehicle):					
<input checked="" type="checkbox"/>	Machines or tools used: Computer:				X	
<input checked="" type="checkbox"/>	Machines or tools used: Telephone		X			
<input checked="" type="checkbox"/>	Pushing/Pulling/Lifting(Enter Weight)			X		20 lbs.

*The school recognizes that reasonable accommodations must be made to enable a qualified individual with a disability or disabilities to perform the essential duties and responsibilities of this job.*

## Working Environment

### *Working Condition*

- Typical classroom environment
- Subject to inside environmental conditions
- Subject to outside environmental conditions