

**School Administrative Unit #19
Goffstown School District
Job Description**

TITLE: Paraprofessional

QUALIFICATIONS:

- High school diploma or its equivalent (needs to demonstrate level of understanding of academic skills through 12th grade); Certification as a paraprofessional or the ability to become certified within two years of date of hire is preferred
- Ability to effectively reinforce professional staff lessons in all subject areas through the high school curriculum level, including but not limited to math, literacy (reading, writing, listening, viewing and speaking), science, social studies, technology, and unified arts
- At least one year of experience working with children in an educational setting is preferred
- Experience and/or specialized training with individuals with special needs preferred
- May require further specialized training (by related service staff such as Speech, OT, etc.) and/or skills to carry out specific school assignments

SKILLS:

- Ability to accept assignments, while maintaining flexibility when situations warrant change; must be able to adapt readily to changes
- Ability to remain calm and in control in response to situations with variable intensity
- Ability to model respectful, responsible, safe behavior at all times
- Ability to demonstrate strong communication skills, both verbal and written
- Ability to demonstrate effective human relations/customer service skills
- Ability to follow and carry out instructions
- Ability to use applicable district technology programs

REPORTS TO: Special Education Facilitator and or School Principal

GENERAL SUMMARY:

The Paraprofessional assists the Professional and Administrative staff with the delivery of student support services in a broad spectrum of educational environments.

ESSENTIAL JOB FUNCTIONS:

- Exhibits consistent attendance at work and reports on time to all assignments.
- Assists professional staff in achieving teaching objectives. Works with individual students or small student groups to help achieve the skill level of the class as a whole. Communicates clearly and effectively, both orally and in writing, with students and staff.
- Works collaboratively for all students to create a positive learning environment, acts as a positive role model, and follows classroom norms, and enforces district policies and school procedures.
- Performs a variety of tasks in the educational environment and in support of professional staff including but not limited to guiding independent study, enrichment work and remedial work set up. Alerts the classroom teacher and case manager to any problem or special information about an individual student.
- Demonstrates effective communication, listening, empathy, compassion, and human relations skills when dealing with students, the public, peers, teachers, and administrators. Shows respect for students' peer relationships.
- Maintains an appropriate level of confidentiality regarding the records and operations of the classroom, school and district.
- Responds appropriately verbally and nonverbally.

- Provides coverage for short term periods (example meeting coverage) in the absence of the professional staff.
- Ensures student needs are met and attended to at all times including emergency responses.
- Effectively uses applicable technology as assigned.
- Performs other related duties as assigned to ensure the safety and well-being of the children, including but not limited to recess and cafeteria duties.

OTHER DUTIES AND RESPONSIBILITIES:

- Clerical duties as approved by the Special Education Facilitator or their designee.
- Assist with maintaining cleanliness and orderliness of the classroom during the school day.
- Assist professional staff with creating a visually attractive learning environment.

POSITION SPECIFIC ESSENTIAL JOB FUNCTIONS:

Information Center

- Performs clerical tasks related to the distribution, utilization, maintenance, and student acquisition of the library media/computer resources.

Special Education

- Assists with the delivery of the instructional, social, behavioral (behavior support plans), communication, mobility, personal care (toileting, dressing, washing, feeding, etc.) and health related-programs (as outlined in the student's IEP and other documents) for the student, both in the classroom and outside of the classroom within the regular school day.
- Applies district mandated training of deescalation and nonviolent crisis intervention program strategies and techniques (up to and including physical interventions) with students who have emotional or behavioral needs.
- Follows and adapts instructional activities to student as assigned by case manager and teacher in providing tutorial and remedial assistance.
- Collaborates regularly with case manager and teacher in devising special strategies for reinforcing material or skills based on an understanding of individual students, their needs, interests and abilities.
- Communicates and provides feedback regarding student performance and needs regarding academic and behavioral objectives to the case manager, teacher and other school staff as needed. Implements accommodations and modifications developed by the IEP team.
- Completes forms which may include but is not limited to logs for behavior, activity, and Medicaid reimbursement

EVALUATION:

Annual evaluation to be completed by school principal or designee.

PHYSICAL ACTIVITY REQUIREMENTS

Lift up to 10 lb.	N	R	O	F	C	Twisting	N	R	O	F	C
Lift 11 to 25 lb.	N	R	O	F	C	Bending	N	R	O	F	C
Lift 26 to 50 lb.	N	R	O	F	C	Crawling	N	R	O	F	C
Lift over 50 lb.	N	R	O	F	C	Squatting	N	R	O	F	C
						Kneeling	N	R	O	F	C
Carry up to 10 lb.	N	R	O	F	C	Crouching	N	R	O	F	C
Carry 11 to 25 lb.	N	R	O	F	C	Climbing	N	R	O	F	C

Carry 26 to 50 lb. N R **O** F C
 Carry over 50 lb. N **R** O F C

Balancing N R O F **C**

Work Surface(s)

Reach above shoulder height N R **O** F C
Reach at shoulder height N R O **F** C
Reach below shoulder height N R O **F** C
Push/Pull N R O **F** C

KEY
 N = not required
 R = rarely
 O = occasionally
 F = frequently
 C = constantly

Hand Manipulation

Grasping N R O **F** C
Handling N R O **F** C
Torquing N R **O** F C
Fingering N R **O** F C

Controls and Equipment:

Walkie talkies, computers/iPads, printers, copiers, laminator, student manipulatives, FM systems, microphones, calculators and DynaVox.

During a full work day, employee is required to:

	<u>Consecutive Hours</u>	<u>Total Hours</u>
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 up to 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Walk	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Cognitive And Sensory Requirements:

Talking: Necessary for communicating with others.
 Hearing: Necessary for taking instructions from others.
 Sight: Necessary for doing job effectively and correctly.
 Tasting & Smelling: Smelling required to detect odors, such as natural gas, electrical smoke, etc.

Specific Preparation Requirement(s) and or on the job training:

Basic understanding of Individualized Education Program (IEP), Medicaid reimbursement documentation, nonviolent crisis intervention training, general data collection methods, personal care protocols and procedures, and safe procedures for the handling of blood borne pathogens/bodily fluids. Safe lifting where weight is in excess of 50 pounds.

- ☐ 1. Short demonstration only.
- ☐ 2. Any beyond short demonstration up to and including 30 days.
- ☒ 3. Up to 90 days.
- ☐ 4. 91-180 days.
- ☐ 5. 181 days to 1 year.
- ☐ 6. 1 to 2 years.
- ☐ 7. 2 to 4 years.
- ☐ 8. 4-10 years.
- ☐ 9. Over 10 years.

Summary of Occupational Exposures:

Bodily fluids, cleaning materials, vehicle exhaust

Other Considerations and Requirements:

Work is frequently performed in a noisy place.

Other Items to consider

Environment: Inside: 90% Outside: 10%