

PARAEDUCATOR – Overload - Pay Grade D

ESSENTIAL DUTIES and RESPONSIBILITIES:

- A. Provides assistance to the classroom teacher under the guidance of the directing teacher and/or administrators by:
 - Assisting with the implementation of lesson plans and behavior & discipline plans, and responding to special needs of the students
 - Participating in building team meetings for students when the paraeducator has data or information relevant to the process
 - Supervising resource room students for planned or short periods (not to exceed 30 minutes) when the teacher is out of the classroom, and an emergency supervisor is identified and available, unless substituting for the teacher according to the terms of the current classified collective bargaining agreement
 - Helping children needing additional support with academic & behavioral skills
 - Working one-on-one or in small groups reinforcing lessons
 - Monitoring resource room study halls and supervising in-school suspension behaviors during transition and unstructured time
 - Assisting general education teacher during transition of student(s) to their class
 - Assisting with planning and coordinating special events
 - Assisting with the supervision of helping & supporting students in off-campus or community based activities
 - Facilitating communication between individual students and the teacher
 - Correcting student assignments
- B. Provides assistance to the student under the guidance of the directing teacher and/or administrators by:
 - Implementing education goals through activities
 - Implementing behavior supports across settings in the resource room
 - Supervising students during lunch, on the playground and in other areas of the building and school campus
 - Monitoring students for personal safety
 - Assisting students in using adaptive equipment and assistive devices
 - Assisting students integrate into general classroom settings, academically and socially
 - Preparing for student learning by organizing educational materials and equipment
 - Assisting and monitoring classroom and homework assignments and testing
 - Supervising students in the safe transfer to and from their transport
 - Assisting students with the use of computers in special and/or general education classrooms
 - Assisting students as a job coach
 - Facilitating communication between students
 - Supporting the implementation of and maintaining of home/school communication notebooks
- C. With appropriate training or documented certification, provides special care services to students under the guidance of the directing teacher and/or administrators by:
 - Using universal precautions when removing and properly disposing of bodily fluids
 - De-escalating student behaviors
 - Implementing specific, targeted individual intervention plans
 - Following program related sanitation policies procedures
- D. Assists with program-related documentation by:
 - Assisting with maintenance of schedules, charts and student files
 - Assisting with data collection for annual program reports/licenses
- E. Maintains a cooperative and professional relationship with staff and supervisors by:
 - Establishing and maintaining effective and cooperative relationships with those contacted in the course of the work day
 - Effectively communicating with those contacted in the course of the work day
- F. Maintains a high level of ethical behavior and confidentiality of any information regarding students, staff and all job-related matters.

G. Collaborative Responsibilities:

- Supervises students at the request and guidance of the directing teacher and/or administrator
- Demonstrates a clear understanding of and adherence to program policies, practices and goals
- Interacts with colleagues and students in a respectful manner
- Demonstrates understanding of and compliance with confidentiality practices and policies

H. Other job-related duties as required by the Building Principal

MINIMUM QUALIFICATIONS:

- Education, Licensure
 - High school diploma or equivalent
 - Two years of post-secondary education **or** Associate degree **or** 72 college quarter credits **or** certification in MCPS recognized training **or** passing scores from TABE test *required*
- Experience
 - One year of successful (paid or volunteer) experience working with children in an educational or child care setting *preferred*
- Knowledge, Skills and Abilities
 - Knowledge of developmental and/or learning disabilities *preferred*
 - Knowledge of general concepts of child growth, development, and behavior characteristics in special education programs *preferred*
 - Knowledge of special education goals and objectives *preferred*
 - Knowledge, skills and abilities in interpersonal communications, classroom procedures, and computers *preferred*
 - Special knowledge, skills and abilities related to swimming, bowling and other life skills *preferred*
 - Demonstrated ability to organize and coordinate activities
 - Ability to perform activity or agency recordkeeping if required
 - Ability to understand and carry out written and oral instructions
 - Ability to handle stressful situations
 - Ability to demonstrate an understanding, patient, positive and receptive attitude towards children
 - Ability to effectively manage time and responsibilities
 - Ability to learn and utilize basic methods and procedures to be followed in an instructional setting in special education programs
 - Ability to follow lesson plans and individual instruction
 - Ability to effectively facilitate small group instruction
 - Ability to assess individual student growth and communicate progress to the classroom teacher
 - Ability to understand and implement district safety rules and procedures
 - Ability to establish and maintain effective working relationships with staff members and others contacted in the course of the work day
 - Ability to effectively communicate with students, staff and the public
 - Knowledge of and ability to use positive problem solving skills

WORK ENVIRONMENT: While performing the duties of this job, the employee regularly works inside and occasionally outside. The noise level in the work environment is usually moderate but can be noisy depending on changing classroom dynamics. In performing the essential functions of the job, the employee may be working in a small group classroom setting and experience stressful conditions when dealing with conflict and/or handling student behavioral challenges.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is frequently required to stand, sit, walk, bend, kneel, twist at neck & waist and lift/carry up to 20 pounds frequently and occasionally up to 50 pounds or two-thirds (2/3) of body weight. Must have an adequate range of motion in upper extremities. Specific vision abilities of this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments.

MENTAL/MOTOR DEMANDS: While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are usually available. The employee frequently works within time constraints, must maintain attentiveness intensity and be vigilant to avoid injury or illness. The employee is frequently involved in social interactions requiring oral and written communications.

The physical demands & work environment characteristics, and mental/motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

IMMEDIATE SUPERVISOR: BUILDING PRINCIPAL

EVALUATION: Performance of this job will be evaluated in accordance with established provisions.

TERMS OF EMPLOYMENT: Salary, benefits, and other working conditions as negotiated by the MCPS Board of Trustees and the Merged Missoula Classified Employees Organization.

EQUAL OPPORTUNITY EMPLOYER

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