

ST. MARY'S COUNTY PUBLIC SCHOOLS
EDUCATION SUPPORT PROFESSIONAL POSITION DESCRIPTION

SPECIAL EDUCATION PARAEDUCATOR

POSITION: Special Education Paraeducator

REPORTS TO: Site Administrator

LOCATION: Various Sites

NATURE OF WORK:

The Special Education Paraeducator works under the direction of the building administrator, classroom teacher(s) and other school/central office resource staff to provide services and supports to students with disabilities and to support the full implementation of the Individualized Education Program (IEP) /Individual and Family Service Plan (IFSP).

ESSENTIAL FUNCTIONS:

- Assist with the areas of adaptive skills that may include toileting, feeding, dressing, self-help and positioning in adaptive equipment/devices;
- Assist students with physical disabilities in positioning, movement and skills of daily living needs;
- Meet with the teacher on a regular basis to plan for and review instructional programs;
- Implement instructional/behavioral plans and protocols in accordance with the student's Individualized Education Program/Individual and Family Service Plan;
- Collect data on academic/behavioral programs as directed by the special education teacher and school-based/county-based administrators;
- Maintain strict confidentiality of all student information; and
- Effectively problem solve, collaborate and work semi-independently to support student programs.

DUTIES AND RESPONSIBILITIES:

- Meet on a regular basis with teachers and/or other professionals to plan and/or review the day's activities and needs of the specific students;
- Provide instructional/behavioral/self-help assistance to students as necessary throughout the school day;
- Implement prescribed behavioral programs designed to assist the teacher and/or other professionals in managing student behaviors;
- Possess and maintain CPI certifications when assigned to regional programs (e.g., SAIL, LAP, PSSE, Autism);
- Collect and maintain instructional and behavior data collection systems with fidelity as instructed by special education teachers and central office resource staff;
- Develop new skills as required for assistance in the implementation of the IEP/IFSP;
- Provide assistance to students as necessary throughout the school day;
- Maintain appropriate safety standards while assisting students during arrival and departure times;
- Assist the teacher and/or other professionals in record keeping;
- Assist students with physical disabilities in positioning, movement and skills of daily living needs;
- Assist students with developmental needs in daily living skills (e.g., toileting feeding, etc.);
- Prepare, under the direction of the teacher, appropriate learning activities, stations, and materials;

- Keep required materials readily available for follow-up activities;
- Operate and maintain equipment specific to their assigned area;
- Assist in the establishment of rapport between parents, teacher and students;
- Attend workshops and in-service training sessions;
- Maintain confidentiality regarding all classroom and student information;
- Maintain appropriate safety standards while assisting students during arrival and departure times;
- Implement prescribed behavioral programs designed to assist the teacher and/other professionals in managing student behaviors;
- Operate and maintain equipment specific to their assigned area;
- Assist teachers in the preparation of classroom-based materials and supports;
- Implement instructional interventions with fidelity and based upon review of materials;
- Support students in special education and general education settings;
- Transition students to and from various classroom locations;
- Accompany and support students to special areas classes, related arts, lunch/recess, and fieldtrips; and
- Additional responsibilities as assigned by the principal.

QUALIFICATIONS:

Instructional paraeducators assigned to Title I schools shall have:

- Completed at least two years of study at an institution of higher education:
- Obtained an associate's or higher degree; or
- Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, and mathematics or the instruction in readiness for these subjects. Paraeducators qualifying under this criterion must have a high school diploma or equivalent as a prerequisite.

Instructional paraeducators assigned to schools not designated as Title I schools shall have:

- Graduated from a standard high school or be in possession of a state high school equivalence certificate
- College training and experience working with children is desired

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this position will be based on EASMC-ESP salary schedule for ten-month seven hour employees – Range 5/7.

BARGAINING UNIT ELIGIBILITY: EASMC-ESP

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