Position Guide

Position Title: Paraeducator w/ Signing Skills (Floater – School Age)

Department: Early Childhood & Special Education Services **Group:** INSUP

Reports to: Supervisor of program
with duties assigned by classroom teacher **Date:** 8/2026

PURPOSE OF POSITION:

Paraeducators with Signing skills are assigned to special education classes or programs to provide instructional support to the teacher (instructional leader) and students and are under the general supervision of the program supervisor of special education.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***
- ***embody the IU13 keys to culture***

1. Travels to assigned locations daily to provide coverage for any absence of a signing paraeducator or signing PCA assigned to Deaf/Hard of Hearing classrooms maintained by the LLIU13 DHH Program as assigned by program supervisor.
2. Provides additional support to Deaf/Hard of Hearing classrooms as assigned by the program supervisor for special classroom activities including, but not limited to, STEM, Deaf Culture, Social Skills, Field Days and student assessment.
3. Assists the classroom teacher with the development and presentation of learning materials and instructional exercises.
4. Provides instructional assistance to students individually or in small groups at the direction of the teacher to reinforce instruction.
5. Facilitates communication between the student, teachers, staff, and classmates including functions outside of the classroom during regularly scheduled school hours.
6. Follows established classroom schedule as designated by the teacher.
7. Confers with classroom teacher regarding but not limited to: preparation for sign language communication, utilization of appropriate modes of communication according to students' needs, and assistance in the movement of students to/from therapy equipment as needed.

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8. Performs and/or supports clerical and recordkeeping duties as directed, including but not limited to tasks such as maintaining student logs, data sheets and functions related to assessments, etc.
9. Escorts students to/from various areas and/or activities during the school day ensuring student safety; must be able to run/sprint after an eloping (escaping) child and/or help a student off the floor should they drop to the floor.
10. Operates a variety of instructional media and office equipment.
11. Assists with responsibilities for student community based vocational instruction and inclusion opportunities when applicable.
12. Serves as a liaison to promote good public relations between the students with a hearing loss, hearing peers, and staff members.
13. Assists in the enforcement of classroom discipline in accordance with established policy and procedures.
14. Follows and implements classroom/student positive behavior support plans as designated by Individual Education Plans (IEPs) and as directed per guidance of classroom teacher, behavior consultant, and/or behavior support assistants (BSAs) when applicable
15. Assists the nursing staff with maintaining records related to specially permitted emergency medication dosages.
16. Assists in the implementation of therapy programs developed by speech and language therapist, physical therapist and/or occupational therapist.
17. Feeds students appropriate to their functional level on an as needed basis.
18. Assists students in toileting and personal hygiene activities (may require diaper changes) on an as needed basis.
19. Adheres to the established work schedule, through regular and consistent attendance.
20. Performs other duties, as assigned by the classroom teacher or program supervisor.
21. Staff must observe all LLIU requirements governing FERPA, HIPAA, and any LLIU policies on FERPA and/or HIPAA's policies and notices of privacy practices.

MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required: High School Diploma or High School Equivalency

Effective July 1, 2010 – Also must meet one of the following four qualifications:

- Have completed the Credential of Competency for Special Education Paraeducators through the PA Department of Education (or be willing to complete within 6 months of employment). A copy of the credential must be submitted within 30 days of hire or when received from PDE.
- Have completed at least 2 years of postsecondary study with a minimum of 48 credit hours. Copy of transcript required within 30 days of employment.
- Possess an associate degree or higher. Copy of degree or transcripts required within 30 days of employment.

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- Meet a rigorous standard of quality as demonstrated through an approved form of assessment within 6 months of employment.

AND

As required by the PA Department of Education: Each school year, provide evidence of 20 hours of staff development activities related to position. Pro-ration will apply based on date of hire within the school year.

Skills Required: Verbal communication skills and the ability to follow directions.

Computer Skills: Basic skills related to data entry, internet/email usage, word processing, and spreadsheets.

Certification Desired: CPR/First Aid/AED

Certification Required: Crisis Prevention Institute (CPI), Safe Crisis Management Non-Violent Crisis Intervention (SCM) or Quality Behavioral Solutions: Safety-Care Crisis Prevention (QBS), as directed by program needs.

ESSENTIAL PHYSICAL REQUIREMENT:

The strength and ability to lift and/or assist in lifting students ranging in age from pre-school to twenty-one and any assistive appliances, for example: wheelchair.

The ability to physically restrain students in emotional stress by using the Crisis Prevention Institute Training (CPI), Safe Crisis Management (SCM) or Quality Behavior Supports (QBS) method, depending on program need, for which training will be provided.

Must be able to contextually run/sprint after/to an eloping child and be able to help a learner off the floor should they drop to the floor under their own power.

PHYSICAL/MENTAL/ENVIRONMENT:

Activities: Sitting: 20%
Walk/stand: 20%
Bending/stooping/squatting: 60%

Lifting: See Below Physical Demands
Lift/push/pull: 80%
Restrain: As needed

Vision: Normal

Mental Demands: Interpret, analyze and problem solve

Environment: Learning Environment

Physical Demands:

The following is a detailed list of physical demands required based upon the essential functions of the Paraeducator w/ Signing Skills-Floater School Age position as established by an independent third-party provider:

Lift

-50lbs vertical lift from 1 inch to 24 inches from the floor with 90 degree pivot.
Applicable Job Functions:
-transferring and transporting students

Lift Carry

-25lbs vertical lift from 32 inches, horizontally transfer 100 feet and place at 12 inches from the floor

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-5lbs vertical lift from floor to 70 inches and horizontally transfer 20ft
Applicable Job Functions:
-transporting meal crate
-dispensing classroom materials

Push-Pull
-Horizontally transfer 15lbs of force on a sled a distance of 10 feet
Applicable Job Functions:
-moving foam barriers

UE Push-Pull
-Horizontally transfer 15lbs of force on a sled with upper extremities only a distance of 1 foot
Applicable Job Functions:
-repositioning students and moving foam barriers

UE Push
-Horizontally transfer 50lbs of force on a sled with upper extremities only a distance of 1 foot
Applicable Job Functions:
-barrier during behaviors

Climb
-Ascend and descend a step with a height of 7 inches from the floor
-Ascend and descend 3 rungs of a ladder
Applicable Job Functions:
-steps within facility and into facility
-step ladder to observe a student over barrier

Limited Headroom
-Maintain a position within a space with a height of 28 inches for 1 minute
Applicable Job Functions:
-assist students at floor level below desk

Repetitive Posture
-Forward bend to reach a point of 28 inches from the floor
-with no external support transition from standing to stooping/squatting, transition to quadrupled position and return to standing posture
-Squat or kneel to reach a point at floor level
-Reach forward and touch a point 24 inches from the chest
-While seated turn head/neck to view object behind self to left and right
-While standing turn head/neck to view object behind self to left and right
Applicable Job Functions:
-assist students at floor and table levels-changing position to access varying levels
-assist students at floor level and return from floor level
-assisting students during classwork
-turning neck and head while assisting students

Static Posture
-Kneel to reach a point at floor level and maintain the position for 1 minute
-Squat to reach a point at floor level and maintain the position for 1 minute
Applicable Job Functions:
-assisting students at floor level

Walk/Run
-Jog on a treadmill self selected pace, 0% grade, 5 mins
Applicable Job Functions:
-jog to access location on assistance call

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I have reviewed the essential functions; knowledge and skill requirements; and physical/mental environmental demands of this position. By my signature below, I am verifying that I am able to fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodation(s).

_____

Print Name

_____

Signature Date

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