Position Guide

Position Title: Paraeducator **Code:**

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

Reports to: Supervisor of program with duties assigned by classroom teacher

PURPOSE OF POSITION:

The paraeducators assigned to special education classes or programs 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***

1. Assists the classroom teacher with the development and presentation of learning materials and instructional exercises.
2. Provides instructional assistance to students individually or in small groups at the direction of the teacher to reinforce instruction.
3. Performs clerical and recordkeeping duties as directed.
4. Escorts students to and from bus loading areas, cafeteria, lavatories, assembly areas and other classrooms.
5. Operates a variety of instructional media and office equipment.
6. Assists in the design and maintenance of bulletin boards and other displays.
7. Administers and scores tests when appropriate.
8. Assists in the enforcement of classroom discipline in accordance with established policy and procedures.
9. Maintains records of medication dosages administered and assists in the operation of any medical equipment at the direction of the school nurse.
10. Utilizes appropriate mode of communication according to students' needs.
11. Assists in the implementation of therapy programs developed by speech and language therapist, physical therapist and/or occupational therapist.
12. Assists in movement of students from wheelchairs to classroom therapy equipment on an as needed basis.

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13. Feeds students appropriate to their functional level (may require tube feeding) on an as needed basis.
14. Assists students in toileting and personal hygiene activities (may require diaper changes) on an as needed basis.
15. Adheres to the established work schedule, through regular and consistent attendance.
16. Performs other duties, as assigned by the classroom teacher or program supervisor.
17. 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:

1. 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.

2. 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.

3. Possess an associate degree or higher. Copy of degree or transcripts required within 30 days of employment.

4. Meet a rigorous standard of quality as demonstrated through an approved form of assessment, i.e. CAPE Test, within 6 months of employment. Copy of the Cape Test results must be submitted as soon as received. Cost of the test is paid by the employee.

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 Crisis Prevention Training and Safe Crisis Management (QBS), as directed by program needs.

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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.

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities:	Sit: 20% Walk/stand: 20% Bending/stooping/squatting 60%
Lifting:	See above Essential Physical Requirements Lift/push/pull: 80% Restrain: As needed
Vision:	Normal

Mental Demands: Interpret, analyze and problem solve

Environment: Special Education classroom

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