

FREMONT SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: Para-educator

CONTRACT TYPE: Support Staff CBA

JOB GOAL: To assist in instruction as determined by the special education teacher including areas such as reading, writing, mathematics, behavioral management, life skills, communication and motor skills in accordance with the New Hampshire Rules for the Education of Children with Disabilities, IDEA, and Fremont School District curriculum, instruction, and assessment frameworks.

QUALIFICATIONS:

1. Valid NHDOE certification or eligibility in Paraeducator I or Paraeducator II
2. Minimum education of High School Diploma or equivalent
3. NHDOE Paraeducator II certification for paraprofessionals with instructional duties identified in Title I, as amended by the No Child Left Behind Act (2001)
4. Experience and other qualifications as specified by the Superintendent

REPORTS TO: Special Education Building Coordinator

PERFORMANCE RESPONSIBILITIES:

- Assist in instruction of reading and writing as determined by the special education teacher or related service provider including but not limited to:
 - Assist students to use study skill strategies;
 - Read aloud to children using appropriate phrasing and inflection;
 - Help students explore literature as a source for understanding their own experience and those of others;
 - Reinforce reading skills in small groups or one-on-one settings;
 - Use a variety of technologies, including assistive technologies, to help students develop reading, writing, and learning skills;
 - Use several strategies to reinforce the learning of word study skills, including phonemic awareness, phonics, structures, vocabulary, context, and spelling.
- Perform curriculum skills relating to mathematics under the supervision of a special education teacher or related service provider including by not limited to:
 - Reinforce mathematical skills presented by the teacher;
 - Help students use manipulatives to express mathematical ideas;
 - Assist in the review and evaluation of students' work in mathematics;
 - Use technologies to help students create charts, graphs, and projects that express mathematical concepts and skills;
 - Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills.
- Perform curriculum skills as related to all courses including, but not limited to, social studies, science, and specials such as physical education, music, art, and computer under the supervision of a professional educator

- As relating to supporting the classroom environment, the para-educator shall demonstrate the knowledge:
 - Of the developmental stages through which children progress from age 3-15;
 - Of various risk factors that might prohibit or impede typical development;
 - That students have different learning styles;
 - Of the influence that families have on childhood learning and development;
 - Of a variety of teaching strategies that teachers may use;
 - Of the necessity to be sensitive to diversity in cultural heritages, lifestyles, and value systems among children, youth and families;
 - Of the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments;
 - Of a range of classroom and behavior management strategies that a teacher might use to create a climate conducive to learning;
 - That student learning needs may be assessed in a variety of ways, including, but not limited to, observation, conversation, testing, and analysis of the work of students; and
 - Of the various approaches to reading, writing, and mathematics that are used in schools.
- As relating to supporting the classroom environment, the para-educator shall demonstrate the ability, under supervision of a professional, to:
 - Assist in maintaining a safe, healthy learning environment that follows prescribed policy and procedures;
 - Use strategies and techniques for facilitating the integration of individuals with exceptional learning needs into various settings;
 - Prepare and organize materials to support teaching and learning;
 - Use strategies that promote students' independence;
 - Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one's own personal strengths and preferences;
 - Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students' learning;
 - Use approaches such as, but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student's behavior;
 - Use strategies that support students' appropriate social skills;
 - Communicate, follow instructions and use problem-solving and other skills that will enable the individual to work as an effective member of the instructional team;
 - Carry out assessment activities to collect and document objective information about the students' strengths and needs;
 - Assist with maintaining student records including using any technology employed by the district;
 - Seek help from appropriate sources; and
 - Support the instructional choices made for students.
- Under the direction of a professional educator, behaviorist, or psychologist, implement individual behavior plan(s)
- Under the direction of a professional educator and behaviorist, implement discreet trails

- Use appropriate social interactions in various group settings
- Have a clear understanding of professional ethics, including the need to maintain confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students;

OTHER

Perform any additional duties as requested by the Special Education Building Coordinator or designee, which are consistent with the effective and orderly operation of this position and the Fremont School District goals and mission.

PHYSICAL ACTIVITY REQUIREMENTS

Primary Physical Requirements:

- | | |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.: | Frequently required |
| 2. Lift 11 to 25 lbs.: | Occasionally required |
| 3. Lift 25 to 50 lbs.: | Occasionally required |
| 4. Lift over 50 lbs.: | Not required |
| 5. Carry up to 10 lbs: | Frequently required |
| 6. Carry 11 to 25 lbs: | Occasionally required |
| 7. Carry 26 to 50 lbs: | Occasionally required |
| 8. Carry over 50 lbs: | Rarely required |
| 9. Reach above shoulder height: | Occasionally required |
| 10. Reach at shoulder height: | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull: | Rarely required |

Hand Manipulation:

- | | |
|----------------------------|--|
| 1. Grasping: | Occasionally required |
| 2. Handling: | Occasionally required |
| 3. Torquing: | Occasionally required |
| 4. Fingering | Frequently required |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX machines |

Other Physical Consideration:

- | | |
|---------------|-----------------|
| 1. Twisting: | Rarely required |
| 2. Bending: | Rarely required |
| 3. Crawling: | Rarely required |
| 4. Squatting: | Rarely required |
| 5. Kneeling: | Rarely required |
| 6. Crouching: | Rarely required |
| 7. Climbing: | Rarely required |
| 8. Balancing: | Rarely required |

Work Surface(s):

Varies: carpeting, linoleum, tile, etc.

During the Work Day, Employee is Required to:

	Consecutive Hours	Total Hours
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 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 Requirement(s):

- 1. Talking: Necessary for communicating with others.
- 2. Hearing: Necessary for receiving instructions and queries.
- 3. Sight: Necessary for doing job effectively and correctly.
- 4. Tasting and Smelling: Not required.

Specific Vocational Preparation Requirements:

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

Other Training, Skills and Experience Requirements:

Computer skills, knowledge of computer networks, knowledge of computer hardware and software, knowledge of curriculum and grant-writing skills.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit, stand, and walk as needed.

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.