

Eastern Illinois Area of Special Education
5837 Park Drive
Charleston, IL 61920
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POSITION DESCRIPTION: Classroom Paraprofessional

PROGRAM/DEPARTMENT:	Treatment and Learning Center
HOURLY/SALARY:	Hourly
JOB CLASSIFICATION:	Confidential Employee
SUPERVISORY RESPONSIBILITIES:	Supervises students during recess, lunch, before/ after school and anytime the teacher is temporarily out of the room
REPORTS TO:	Program Principal
TERM OF EMPLOYMENT:	180 days – plus additional days of training as required

JOB SUMMARY:

The paraprofessional is responsible for carrying out programming as arranged by the special education teacher and/or itinerant service staff. The paraprofessional works to carry out goals and objectives according to the Individual Education Plan, and monitors student behavior and academic performance with high expectations. Paraprofessionals provide assistance in developing and producing materials, charts, graphs, and other materials as directed.

ESSENTIAL QUALIFICATIONS:

The classroom paraprofessional shall:

1. Be able to read, write, and speak effectively to students, parents, co-workers, and supervisors, and also students and others from diverse cultural backgrounds and those with varying degrees of abilities including those with disabilities.
2. Be able to make involved and varied mathematical computations rapidly and accurately involving addition, subtraction, multiplication, and division in all units of measure, using whole numbers, common fractions, and decimals. This employee must be able to calculate figures and amounts such as rates, ratios, and percentages and be able to draw and interpret graphs.
3. Be able to use reasoning ability to solve practical problems and carry out detailed written or oral instructions.
4. Be able to relate, understand, and communicate with others in a way that contributes to harmonious relationships and mission accomplishment.
5. Be emotionally, mentally, and physically capable of performing the essential functions of all positions within the same job category.

6. Be dependable, honest, and trustworthy; has never been convicted of a felony or other crime involving dishonesty, alcohol, drugs, or sexual misconduct. This employee must be committed to the services of others and always act in students' and the district's best interest.
7. Have 30 semester hours of college and a Teacher's Aide Certificate issued by the Illinois State Board of Education.

ESSENTIAL JOB FUNCTIONS:

To perform this job successfully, an individual must satisfactorily perform each of the essential job requirements listed below. Reasonable accommodations may be made to enable a qualified individual with a disability to perform his or her job functions. A qualified individual is a person who, with or without reasonable accommodations of his or her disability, meets the essential qualifications and can perform the essential job functions of his or her position of employment.

The regular classroom aide shall:

- 1.a. Be able to read, understand, and apply short correspondence and memos, IEP goals and activities, behavioral contracts, safety rules, work rules, operating and maintenance instructions, procedure manuals, student records and files, and instructional materials.
- 1.b. Be able to talk, listen, and understand conversations and effectively present information orally in one-on-one situations such as conducting a private conference with a student, or teacher to discuss a behavior problem; assist and instruct a student in personal hygiene; help a student to become better organized, to acquire study skills, and to attend to lessons; and, help a student become more responsible.
- 1.c. Be able to effectively present information in small group situations such as multidisciplinary conferences, reading groups, student learning groups, etc.
- 1.d. Be able to effectively present information in writing such as documenting student behavior, writing notes to teachers and students, and providing written comments to students about their academic performance, under the direct supervision of a certified teacher.
- 2.a. Be able to tutor a student in mathematics under the direction of the classroom teacher.
- 2.b. Be able to chart baseline behavioral data, tally points, calculate percentage of time on- and off-task, and draw and interpret simple bar graphs.
- 3.a. Be responsible for the safety and welfare of students. This person closely supervises groups of students and must be especially alert and responsible in unstructured situations such as recess, transitions between classes, lunch period, field trips, temporary absence of the teacher, etc. This person may escort children to and from various rooms.
- 3.b. Implement low-profile strategies for mediating minor or major instances of misbehavior in a variety of situations.
- 3.c. Oversee and manage the social interactions, behavior, and productivity of students.
- 3.d. Be prompt and thorough in completing assignments and attend to details accurately and efficiently. This employee must be flexible; able to tolerate frequent interruptions and changing demands in an active work environment.
- 3.e. Make reasonable and prudent judgements in regard to reporting child abuse to DCFS.
- 3.f. Make reasonable and prudent decisions in the absence of the teacher regarding student injuries or illness.
- 3.g. Anticipate problems and apply knowledge in predictable and unpredictable situations.
- 4.a. Demonstrate warmth, patience, and understanding with students and others including those with severe social, emotional, physical, or behavioral disabilities.

- 4.b Assist and instruct in a professional manner a student in the development of social skills.
- 4.c Implement in a professional manner an effective behavioral management system that ensures that the student will function in harmony with others.
- 4.d Demonstrate a positive attitude toward rules and regulations, notice and comment on desirable aspects of student behavior, and demonstrate good humor and a reasonable sense of control over situations that helps convey the attitude that school can be fun and rewarding.
- 4.e Work in a courteous, cooperative, and professional manner with co-workers and other employees, parents, and the public, continuously meeting multiple demands from several people.
- 4.f Report for work dressed in clean clothing appropriate to the position and is clean and well groomed.
- 5.a Participates in physical activities that are a part of the educational program.
- 5.b Use eyes, hearing and other senses to instantly size-up situations in regard to student's safety, observe student perform academically, grade papers, etc. This person must be able to visually monitor activities planned by the professional staff.
- 5.c Be able to hear and understand conversations with students in a classroom setting.
- 5.d Be able to reach with hands and arms and finger, handle, or feel objects, instructional materials, tools, adaptive equipment, or controls such as math manipulatives, pencils & pens, workbooks, lab equipment, computers, audio-visual equipment, etc.
- 5.e Be physically capable of independently lifting students, instructional materials and equipment weighing up to 25 lbs. repeatedly throughout the work day, and occasionally, pushing, pulling or otherwise moving and lifting as much as 50 lbs. such as a table, audiovisual cart, or box of instructional materials or supplies. This employee must also be able to perform other physical movements such as standing, walking, bending and kneeling when necessary to deliver services to students.
- 5.f Engage in the following teacher aide tasks in an appropriate manner:
 - Assist instructional personnel with the development and presentation of learning materials and Instructional activities such as listening to students read, drilling vocabulary with students, discussing content with students, and assisting students understand any academic work assigned to the student.
 - Review instructional activities previously introduced by the classroom teacher.
 - Assist and instruct students in personal hygiene, if necessary; help students become better organized, acquire study skills, and attend to lessons; and help students become more responsible.
 - Assist and instruct students in the development of social skills.
 - Implement low-profile strategies for correcting minor or major instances of misconduct in a variety of situations.
 - Provide clerical support. For example this person must be able to operate standard school equipment such as typewriter, or computer, laminator, copier, audiovisual equipment, etc.; and, type correspondence, record student data, grade student work, file documents, handle attendance, reports, etc.
 - Assist with the setup of the classroom and prepare materials for specialized instructional units.
 - Assist in assembling and hanging materials on bulletin boards and keep displays.
 - Supervise groups of students in unstructured situations such as recess, lunch period, before or after school, etc.
 - Submit records in a timely manner

- 6.a. Safeguard EIASE and district equipment, materials, and facilities; use time and resources effectively; and respect confidentiality and restricted information such as found in student records.
- 6.b. Be regular and punctual in job attendance.
- 6.c. Be free from any serious infectious or communicable disease that is likely to be transmitted to children or others in the course of employment.
- 6.d. Perform other job-related duties as assigned by the supervising teacher.

ADDITIONAL DUTIES:

In addition to the essential job functions as listed above, this employee shall perform such additional duties as requested by the supervisor or administrator including, but not limited to the following:

- Perform routine housekeeping chores within the classroom such as sweeping, cleaning, picking up, etc.
- Perform tasks unrelated to the job that are necessary to ensure the optimum delivery of educational services to students, a more effective school operation, or necessary in order to insure full- time employment such as:
 - ◆ Assisting a student with physical disabilities access information in the absence of the necessary worker.
 - ◆ Providing clerical support for teachers.
 - ◆ Working in the school office during a brief absence of the school secretary
 - ◆ Supervising students on the playground, cafeteria, etc.
- Assist in an emergency with whatever tasks are necessary to ensure the safety and welfare of students; to safeguard and protect facilities, equipment, and materials; or to help prevent a disruption in educational services
- Be able to supervise groups of students in unstructured situations such as recess, lunch period, before or after school activities
- Notify the principal of all unpaid personnel who assist with instructional or supervisory responsibilities.
- Be able to participate in restraint of students
- Be able to participate in restraint training and pass all assessments
- Be able to come to the aid of staff in jeopardy of harm
- Must know and be able to implement strategies for de-escalation
- Be able to empathize and understand the medical needs of students with multiple disabilities
- Must be available to work early morning and evening hours
- Must have a valid driver's license and be able to transport students in EIASE vans
- Must be physically capable of performing physical restraint training, techniques according to program guidelines
- Must understand and participate in the leveled documentation system for behavior charting
- Must be physically capable of lifting students repeatedly throughout the workday-up to 50 lbs. independently and able to assist other staff when lifting over 50 lbs.
- Must be able to perform other physical movements such as bending and kneeling when necessary to deliver services to students
- Be able to supervise students in the quiet room
- Be willing to consistently enforce the program guidelines outlined in the student handbook.