



HUMBLE INDEPENDENT SCHOOL DISTRICT

Job Description

Behavior Continuum Paraeducator Special Education

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| Reports to: | Assigned Campus Administrator |
| School/Department: | Assigned Campus |
| Pay Grade: | Instructional Support Pay Grade 3 |
| Wage/hour status: | Non Exempt |
| Work Days: | 187 |
| Created/revised: | January 2017 |

Primary Purpose:

To assist Special Education students with individual instructional, emotional, and physical needs in self-contained and all inclusionary settings.

Qualifications:

Education/Certification:

Non Title I Schools

- High school diploma or GED
- Must apply for or have an Educational Aide Certificate with SBEC
- CPI training required and certification maintained

Title I Schools

- Must meet all the Non Title I School requirements above plus passed the District's locally approved academic assessment in reading, writing, mathematics and have the ability to assist in instruction.

Special Knowledge/Skills:

- Knowledge and awareness of disabilities and the impact on learning
- Skill in working well with children and confident to assist at the grade level assigned
- Ability to work as part of the Individualized Education Program (IEP) team
- Ability to maintain confidentiality of privileged and sensitive information
- Ability to perform duties with attention to detail, accuracy, follow-through, courtesy, cooperativeness and work with minimum supervision
- Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form
- Ability to maintain professional behavior, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment
- Ability to communicate effectively with tact and diplomacy and provide a high level of customer service to administrators, District officials and employees, co-workers, outside organizations, parents, students, and the general public

Experience:

- Three years of verifiable experience working with students or parents (in church-related schools, day camps, youth groups, private schools, licensed day-care centers, public schools, substituting, volunteering, or similar experience)

Job Specific Responsibilities and Duties:

Student Management



- Implement independent learning activities and strategies or leads group activities for students as appropriate.
- Assist in de-escalating students through careful management of verbal and non-verbal techniques.
- Assist in teaching and generalizing coping strategies across all settings.
- Support students with emotional and physical behavioral challenges, including verbal outbursts.
- Ability to disengage from verbally aggressive outbursts.
- Instruct and support students in developing social skills
- Maintain control during behaviorally challenging episodes or events.
- Conduct job coaching for work-based learning on campus for high school students.
- Conduct job coaching for work-based learning in the community for high school students.

Major Responsibilities and Duties (all paraprofessionals):

Instructional Support

- Under direction of the teacher, assists in adapting and preparing instructional materials as necessary to meet student needs, aptitudes, and interests.
- Keep teacher informed of special needs or problems of individual students.
- Take data on student accomplishments on a regular basis
- Assist in planning and conducting educational field trips.
- Assist teacher with the scoring/grading of objective testing instruments or work assignments.
- Take and records attendance.
- Help teacher keep administrative records and prepare required reports.
- Assist teacher in setting up displays of student work and/or bulletin boards.
- Provide orientation and assistance to substitute teachers.
- Help with inventory, care, and maintenance of equipment/supplies.

Student Management

- Supervise students in the classroom setting and at duty stations: tutoring sessions, group, and student activities.
- Help supervise students throughout school day in all settings.
- Supervise students when the teacher has been called out of the room for a short period.
- Encourage students to think independently and to express original ideas.
- Assist new students in adjusting to school.
- Support an effective climate for learning.

Other

- Maintain confidentiality of privileged and sensitive information when received and distributed to appropriate designees as directed by the Executive Director of Special Education.
- Attend district workshops and local conferences to keep abreast of instructional practices and improve job performance with administrator's approval.
- Participate in faculty meetings and special events as assigned.



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- Perform clerical duties such as photocopying, typing, filing.
- Help maintain neat and orderly classroom.
- Perform other duties as assigned.

Technology/Equipment:

- Basic computer skills
- Familiarity with basic office equipment

Supervisory Responsibilities:

- Supervise students when the teacher has been called out of the room for a short period.

Mental Demands/Physical Demands/Environmental Factors:

- Tolerate frequent interruptions.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, kneeling, pushing, and pulling.
- May be required to move classroom furniture and other classroom materials/supplies/equipment.
- May be required to intervene with challenging behaviors.
- May be exposed to biological hazards
- Close visual acuity to perform activities such as preparing materials, viewing computer terminal, and/or extensive reading
- Use of equipment and computer with repetitive hand motions
- Daily attendance and punctuality are essential functions of the job

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Employee Signature

Employee Printed Name

Date signed

Supervisor/Grant Manager Signature

Sup/Grant Mgr. Printed Name

Date signed