

# **Paraeducator Handbook**

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# I. Paraeducator Information

# 1. Paraeducator Information

## What is a Paraeducator?

A paraeducator is an individual who serves under the direction of a teacher as an assistant in the educational process. Paraeducators extend services to students both with and without disabilities.

## The Role of the Paraeducator

Paraeducators play a vital role in the educational programs of the Independence School District. Paraeducators help our students meet learning and behavioral goals set by the District's curriculum, the building plans for individual schools, and specialized plans, such as Individual Educational Plans (I.E.P.), Title I Plans, or Individualized Health Plans. They also provide critical assistance for classroom and special education teachers. Most importantly, paraeducators provide acceptance, encouragement and support for students with special educational, social, emotional, and health needs. A variety of paraeducators, with differing educational backgrounds and skills, are needed in the school setting. Job descriptions for paraeducators in the Independence School District are included in the "Employment" section of this handbook.

## Qualifications for Paraeducators

All paraeducators must have a high school diploma or GED, and additional college hours are preferred. Different types of paraeducator positions require specialized training or certifications. Please refer to the job descriptions in the "Employment" section of this handbook for these specific requirements. Paraeducators who have at least sixty (60) college hours and are paid accordingly on the Paraeducator Salary Scale are required to obtain a Missouri Substitute Teacher Certificate on an annual basis.

## Qualifications for Paraeducators in Title I Schools

Requirements set forth in the No Child Left Behind legislation affect the qualifications for paraeducators working in Title I schools. The following are guidelines from the Missouri Department of Elementary and Secondary Education:

## Qualifications for Paraprofessionals

*Any paraprofessional hired after January 8, 2002, and working in a Title I, Part A program must have a secondary school diploma or its recognized equivalent (GED) and meet one of the following qualifications:*

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment- knowledge of and the ability to assist in instructing, reading, writing, and mathematics, or knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

*Exception: These qualifications do not apply to a paraprofessional whose primary responsibility is to serve as a translator or whose duties consist solely of conducting parental involvement activities under Title I, Part A. All paraprofessionals hired by the district before January 8, 2002 and working in a Title I, Part A Program must have a secondary school diploma or its recognized equivalent (GED) and, not later than four years after the date of enactment (January 8, 2002), meet the qualifications listed above.*

*Missouri Department of Elementary and Secondary Education*

*Division of School Improvement- Federal Instructional Improvement*

*Email: [webreplyimprfii@mail.dese.state.mo.us](mailto:webreplyimprfii@mail.dese.state.mo.us)*

*Phone: 573-751-8284*

*Revised: August 16, 2002*

## Hours for Paraeducators

Most paraeducators are full-time employees who work seven (7) hours a day, five (5) days a week. Consult your letter of appointment for the number of hours you are to work. You will have a half hour for a duty-free break during the day. This will mean that you will be in attendance at your school for a half hour longer than your work hours. For example, if you are to work seven (7) hours, you will be in attendance at your school for seven and a half (7-1/2) hours each day.

Occasionally, you will be asked to attend a conference with teachers, parents, and others to help plan for the needs of a student in your care. If this occurs outside of your regular working hours, you will be paid for this time at your regular hourly rate.

## Professional Development

The State requires that first year special education paraeducators receive fifteen (15) hours of in-service training and all returning K-12 special education paraeducators receive ten (10) hours of in-service training each year. All returning ECSE paraeducators receive twelve (12) hours of in-service training each year. This training needs to be pre-approved by your principal and the Director of Special Services. If this training time extends beyond your regular work hours, you will be paid for this at your regular hourly rate. Note: The Professional Development sign-in sheet will be used to

verify participation and stipend pay. It is the Paraeducator's responsibility to sign in at each training session.

## Teacher Professional and Early Release Days

Paraeducators will not work on teacher professional days when students aren't in attendance, unless this is requested and pre-approved by their principal and the Director of Special Services. Some attendance days are Early Release for students. On these days paraeducators who work six (6) or six and a half (6 1/2) hours a day will work four (4) hours. Paraeducators working seven (7) or seven and a half (7 1/2) hours a day will work for five (5) hours on Early Release days.

## Attendance

Regular attendance is an essential function of the job. If you must be absent, it is your responsibility to report this to your supervisor as soon as possible so that arrangements can be made to cover your responsibilities for the day.

Failure to report for duty or neglect to report absences for three (3) consecutive days will be considered by the employer as employee job abandonment.

Board of Education policy 4310 states, "When employees are absent more than ten (10) days in any semester or more than fifteen (15) days per school year, their absence is considered excessive. The Superintendent/Designee will review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary actions up to and including termination. Appropriate documentation may also be requested for unusual patterns of absences, or absences of three or more consecutive days."

## Salary

Your annual salary is based on student contact time in your particular school. Paraeducators who are scheduled to work at least twenty-five (25) hours a week are paid on an "even pay" basis. This means that their annual salary is divided into twenty-four (24) equal payments, no matter how many days are worked in the month. Overtime, extra hours, or docks are adjusted on the paycheck following the month in which these events occur. If an employee exits from the district before the end of their work year, the final paycheck is adjusted to pay them for the actual days worked and any vacation days accrued at the time of exit.

If district finances allow, Paraeducators are advanced one step on the scale at the beginning of the fiscal year (July 1). This movement does not apply to new employees who are hired after April 1. These employees will remain on their step until the following year. A copy of the current scale is located in the "Employment" section of this handbook.

Paraeducators will be placed on the Paraeducator Salary Scale according to educational level and previous classroom experience. Credit hours used for salary advancement must be from an accredited college or university. An official college transcript or copy of an official college transcript must be presented to the Human Resources Office in order to receive this credit on the salary scale. Paraeducators may enter the scale on Step 1-12 based on prior experience as a paraeducator or classroom teacher in a public or private school setting. Experience in a daycare setting will not be counted. The Office of Human Resources will determine the entry step for new employees.

Paraeducators may increase their salary by passing the Para Praxis test or completing college hours and presenting an updated official transcript (not grade reports) to the Human Resources Office. Paras making these changes will move to the appropriate column while maintaining their current step. For instance, a paraeducator on step 5 with a high school diploma who passes the Para Praxis would move to step 5 in the Para Praxis column.

Hourly stipends for specialized training will be applied to the salaries of employees who will complete the required training and function as a Life Skills Paraeducator, a Communication, Behavior, and Social Skills (CBSS) Paraeducator, a Behavior, Academics, Social Skills (BASS) Paraeducator, Paraeducator with Brailing Responsibilities, Recovery Room (RR) Interventionist, or an Independence Academy Program Paraeducator/Alternative Program Paraeducator. This stipend will be removed if a paraeducator does not complete/maintain the required training or if they do not work in the appropriate setting.

Paraeducators should record their working hours using the district's electronic timekeeping system. The payroll secretary will review your time sheet by verifying the information recorded in the system. The building principal will approve the timesheet at the end of the pay period. Payday is on the fifth (5<sup>th</sup>) and twentieth (20<sup>th</sup>) of the month, or the preceding Friday if these dates fall on a weekend.

Additional time worked for in-service training(s) and required conferences will be approved through the office of the Director of Special Services or appropriate Central Office Administrator.

## Benefits

Paraeducators who are hired to work a minimum of twenty-five (25) hours a week may participate in the Board of Education paid health, dental, and life insurance programs. They are also eligible for long term disability insurance. Detailed information concerning benefits may be obtained by contacting the Benefits Office (521-5300) at the Board of Education Building. A summary of employee benefits can also be found in the "Benefits" section of this handbook.

## Leave Days

All employees working a minimum of twenty-five hours a week are eligible for a part-time leave package. Paraeducators working at least twenty-five (25) hours per week will receive five (5) sick

leave days per year, one of which may be used as a personal leave day. Three (3) bereavement leave

days will be available annually.

During the first year of employment, sick leave time shall accumulate at the rate of two (2) days per month until allowable days are accumulated. During the second and subsequent years of employment, annual allowable sick leave days are accumulated immediately upon assuming responsibilities for the school year. Sick leave days not used each year will accumulate for future use. Unused personal days will roll over as sick leave days for the coming year. Bereavement days do not accumulate.

Exceptions to the district's leave policies should be directed to your supervisor to forward to the Human Resources Office.

## Professional Ethics

In order to protect the rights of students and parents, paraeducators must be aware of and practice appropriate ethical behavior. Paraeducators shall maintain confidentiality and protect and promote the rights of students. Paraeducators should demonstrate honesty, loyalty, dependability, cooperation, and a willingness to learn. The following is a suggested code of ethics for paraeducators:

- Refer concerns expressed by parents, students, or others to the supervising teacher and/or building administrator.
- Recognize that the supervising teacher and/or building administrator has the ultimate responsibility for instruction and management.
- Help to see that the best interests of the individual students are met.
  
- Discuss a child's progress, limitations, and/or educational program with the supervising teacher and/or building administrator in an appropriate setting.
- Discuss concerns with your supervising teacher only when students are absent from the room.
- Discuss school problems and confidential matters with the supervising teacher and/or the appropriate building administrator.
- Do not engage in discriminatory practices based on a student's disability, race, sex, cultural background, or religion.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- Be a positive role model.

## Respect for Confidentiality

The Federal Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) require school districts to maintain confidentiality of students' records and progress.



Confidentiality can be extremely difficult to maintain because situations arise that are unexpected or appear harmless if information is shared. If any question arises regarding what information can be shared and with whom, discuss this with your supervising teacher and/or building administrator. It is important that paraeducators discuss students only with school personnel in appropriate situations such as staffings, conferences, and IEP meetings.

*Tips for Paraprofessionals* by Joyce Elliott, Green Ridge R-VII School District (1997)

Reprinted from Paraprofessional Mentor Program.

Respecting confidentiality means respecting privacy. As a paraprofessional, one will hear, read, and observe information about students that is considered confidential. In short, one will learn a great deal about the students and their families. The paraprofessional must always respect the privacy of the students, and their families.

There are federal and state laws designed to protect the confidentiality of students served by special education. The laws state that only educators directly involved in delivering services to a student may have access to records and information about him or her. Persons not directly involved in delivering services to a student do not have a right to the information. Paraprofessionals should count themselves as among those "directly involved". Paraprofessionals have the right to know information about the student or students that will aid in offering appropriate support. Please note that paraprofessionals are allowed access to information only for the students with whom they are directly involved.

Having access to records and test results, being a part of discussions and planning for a student, and observing and closely working with the student are ways to find out more about the student. All of these formal strategies for learning more about students, their abilities, and their needs are carefully monitored and even documented. In addition, paraprofessionals need to be mindful of more informal ways of finding out about students. Always remember that a professional honors confidentiality. It is not only unprofessional to do otherwise, but also illegal. Problems of confidentiality are not always intentional.

Here are a few tips to help keep confidentiality from becoming a problem:

- Be careful with whom information is shared. Is that person directly involved with the student's education?
- Don't point out or label children in public or outside of school, as "your" students.
- Avoid using names when asked about your job.
- Suggest that questions about a student are best directed to the teacher.
- Be careful not to distort, exaggerate, or confuse information.
- Never use information about a student as gossip or as a joke.
- Focus comments on student strengths and be positive.
- Be careful where information is shared. What started as a private conversation becomes public when another individual enters the room.

Remember, all students in the class will look to adults for examples. The best way to encourage understanding and interactions between students with disabilities and their non-disabled peers is to model tolerance, patience, and acceptance.

## Evaluations

To help you understand your job responsibilities and assess how well you are fulfilling those responsibilities, you will be evaluated using the performance-based evaluation included in this handbook. Although you may be evaluated at any time during the year, evaluations generally are completed in the Spring. Your building principal will discuss the evaluation with you and ask that you sign the evaluation. Please take time to study this evaluation and discuss any questions with your principal. A copy of the evaluation is included in the "Employment" section of this handbook.

## 2. The Instructional Process

### Instruction

Although the teacher is responsible for the instructional program of a student, the paraeducator needs to have a basic understanding of how students learn and appropriate instructional techniques and strategies. This understanding is necessary in order to facilitate the instructional process.

### Learning

It is frequently said there are essentially six stages of learning. One is ACQUISITION. Students at this stage make frequent errors when attempting to use a target concept or skill, but gradually respond more and more accurately. The second stage is REVISION. At this stage the learner is in the process of acquiring the skill, but the responses are erratic. Correct responses should be reinforced. The third stage is PROFICIENCY. The learner responds correctly, but not automatically. The learner should be reinforced for faster rates of response. MAINTENANCE is the fourth stage. During this stage previously acquired skills or concepts are practiced for retention. The ultimate educational outcome is better functioning of students in the world outside school. This is achieved by GENERALIZATION, or the fifth stage. Generalization means applying what is learned in school to situations outside of school or in different settings. The sixth and final stage is ADAPTION. The learner is able to recognize when a skill can be applied in new situations. Previous knowledge is used by the learner to problem solve.

## **3. Teachers and Paraeducators Roles and Responsibilities**

The paraeducator's primary role is to assist regular and special education teachers and support individual children's needs. The teacher functions in a leadership role in implementing the special education student's Individualized Education Plan (IEP). Paraeducators serve under the direction and supervision of the teacher to assist in carrying out the student's IEP. Teachers will plan and prescribe the learning environment and the instruction for the student. Teachers and administrators will instruct the paraeducator in the specifics of their job.

## 4. Comparison of Supervising Teacher and Paraeducator Duties

Supervising Teacher	Paraeducator
1. Teaches new concepts, skills, and introduces classroom activity.	1. Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the supervising teacher.
2. Plans instructional programs.	2. Assists with the planning process and helps carry out the instructional program.
3. Grades student performance.	3. Monitors and checks student’s work.
4. Revises instructional programs.	4. Monitors student progress in instructional programs and relates findings to supervising teacher.
5. Designs and adapts instructional materials.	5. Assists in designing and adapting materials.
6. Designs and implements behavior and intervention plans.	6. Monitors and reinforces student performance during behavioral interventions through observation and participation.
7. Communicates with parents.	7. Assists in record keeping for daily and/or weekly communication with parents.
8. Is responsible for discipline.	8. Assists in implementing the behavior management techniques set up by the supervising teacher.
9. Attends professional development meetings (district and building).	9. Attends professional development meetings (district and building) as requested.

## 5. Things I Should Consider

{The following guidelines for Paraeducators were written by Educational Consultant, Regina Higgins, and are used with her permission}

1. Understand your role to assist and support the teacher in delivering instruction or other services.
  - Discuss activities you may be responsible for and what level of supervision and guidance you will receive.
  - Clarify what responsibilities will be shared and what the teacher is responsible for.
  - Ask questions:
    - Should you expect to attend IEP meetings?
    - What is your role in implementing Positive Behavior Support Plans?
    - What is your responsibility in curriculum instruction?
    - How much responsibility will you have to assume for assisting in planning?
    - What guidance will you receive from the teacher in carrying out his or her lesson plans and instructions?
    - What role will you have in assessing student performance?
  
2. Orient yourself to the school.

Questions:

- Who will be my supervisors(s)? When will we regularly meet?
- Is there a weekly schedule and, if so, who gives it to me?
- Has planning time with the teacher been set into the schedule?
- Will there be a formal evaluation of my work? If so, who will perform the evaluation?
- What are the specific policies on school safety, harassment, bullying, discipline, etc.?
- What is expected of me in terms of enforcing these policies?
- Am I invited and expected to attend staff meetings? When do they occur?
- Am I to attend parent meetings?
- How will I receive district and school communications?
- With whom am I to discuss work-related problems?
- What student records are available to me?
- What supplies and equipment are available to me and how do I obtain them?

3. Establish a relationship with the professional staff.
  - Set aside some time to get to know each other, and find out about each other's interests, professional goals, teaching styles, supervisory styles, discipline strategies, and classroom structure and organization methods.
  - Let the teacher know what strengths and experience you bring to the position.
  - Practice active listening:
    - Ask encouraging questions.
    - Clarify to obtain clear information by asking who, what, when, and where questions.
    - Restate facts to make sure you understand.
    - Reflect on the other person's feelings.
    - Summarize the issue.
    - Validate the other persons "dignity, efforts, and opinions".
  - Attempt to understand why conflicts occur and work to collaborate on conflict resolution strategies.
- While the teacher is responsible for planning, the para should feel comfortable offering input and suggestions.
4. Obtain training and professional development

[www.paraeducator.com](http://www.paraeducator.com)

- Training modules on line "Washington State Core Competencies for Paraeducators"
  - Resources
5. Conduct self-evaluations of instructional sessions.

Check list considerations:

- Did I review the lesson prior to the lesson?
- Were the objectives and directions clear?
- Did I have necessary materials prepared for the lesson?
- Did I feel adequately prepared for the instruction?
- Did I use appropriate reinforcement techniques?
- Was the teaching area arranged comfortably and appropriately for effective instruction?
- Did I record behavioral observations about the students?
- Did I record assessment data or summarize the students' performance?
- Were the students engaged and motivated throughout the lesson?
- Did I discuss the results with my supervising teacher?

## 6. Things I Need To Know

1. I am assigned to \_\_\_\_\_ . I am a \_\_\_\_\_  
Program Para or a \_\_\_\_\_ Individual Para
2. My Principal is \_\_\_\_\_. My Assistant Principal(s) is/are \_\_\_\_\_.
3. My supervising teacher is \_\_\_\_\_. I am responsible for these student(s) \_\_\_\_\_. Specific needs for my student(s) include \_\_\_\_\_.
4. I am aware of the location of the following: Restrooms, Cafeteria, Office, Lounge, Copy Machine, etc.
5. I can lock up my belongings \_\_\_\_\_.
6. My work hours are \_\_\_\_\_. My half hour lunch break is \_\_\_\_\_.
7. When I am ill, I should contact \_\_\_\_\_ at this number \_\_\_\_\_.
8. I get paid on the 5th and 20th of each month. My pay rate is \_\_\_\_\_.
9. I received a copy of the buildings' safety plan. For fire drills, I go \_\_\_\_\_. For tornado drills, I go \_\_\_\_\_. For tornado drills, I go \_\_\_\_\_. I am responsible for \_\_\_\_\_.
10. I get paid for extra hours that I work, such as staffings, staff meetings, and professional development activities that I am asked to attend.
11. If my supervisor is gone, my responsibilities to the substitute are \_\_\_\_\_.

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Additional Information:

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## 7. Inclusion

The Independence School District is committed to the inclusion of all students in the regular classroom setting. As a paraeducator, you will assist students as they are in the regular classroom. The following information explains the focus of inclusion.

The term "inclusion" refers to students with disabilities being educated in general education settings for the benefit they will realize from being there, rather than requiring them to keep up in order to be part of the class. The appropriate special education supports and services are provided through collaboration among all the professional educators and parents. It assumes that the child is a member of the age-appropriate, general education class in the neighborhood school.

### It Is NOT...

- Dumping children with challenging needs into regular classes without proper supports and services they need to be successful.
- Trading the quality of a child's education or the intensive support services the child needs for integration.
- Ignoring each child's unique needs.
- Sacrificing the education of typical children so that children with challenging needs can be integrated.
- All children having to learn the same thing, at the same time, in the same way.
- Doing away with special education services or cutting back on special education services.
- Expecting regular education teachers to teach children who have challenging needs without the support they need to teach all children effectively.
- Locating special education classes in separate wings at regular schools.
- Ignoring parents' concerns.
- Maintaining separate schedules for students in special education and regular education.
- Students with disabilities receiving their education and job training in facilities outside of their community.

### It IS...

- All children learning in the same school with the necessary services and supports so they can be successful.
- Each child having his/her unique needs met in integrated environments.
- All children participating equally in all facets of school life.
- Encouraging friendships and social relationships between students with and without disabilities.
- Arranging for students with disabilities to receive their education and job training in regular community environments.
- A new service delivery model for special education which emphasizes collaboration between special education and regular education.

- Providing support to regular education teachers who have children with disabilities in their classrooms.
- Children learning side by side even though they have different educational goals.
- Teaching all children to understand and accept human differences.
- Providing an appropriate individualized educational program for all children.
- Taking parents' concerns seriously, and making parents meaningful participants in the team process.

## 8. Words With Dignity

**By using words with dignity, we encourage equality for everyone.**

**Words with Dignity:**

- Person with a disability
- Person who has / Person with (e.g. person who has cerebral palsy)
- Uses a wheel chair
- Non- Disabled
- Deaf / Does not voice for themselves / Non-Vocal
- Disabled since birth / Born with
- Psychiatric history / psychiatric disability / emotional disorder / mental illness
- Epilepsy / seizures
- Learning disability / mental retardation / developmental delay / ADD / ADHD

**Avoid these Words:**

- Cripple / Handicapped / handicap / invalid (literally, invalid means "not valid")
- Victim / afflicted with (e.g. victim of cerebral palsy)
- Restricted, confined to a wheel chair / wheel chair bound (the chair enables mobility. Without the chair, the person is confined to bed.)
- normal (referring to non-disabled persons as "normal" insinuates that people with disabilities are abnormal)
- Deaf mute / deaf and dumb
- Birth defect
- Crazy / insane / lunatic / mental patient / wacko
- Fits
- Slow / retard / lazy / stupid / underachiever

**Other terms which should be avoided because they have negative connotations and tend to evoke pity and fear include:**

Abnormal	Handi-capable	Moron	Spastic
Burden	Incapacitated	Palsied	Stricken with
Condition	Imbecile	Pathetic	Suffer
Deformed	Maniac	Physically challenged	Tragedy
Differently abled	Maimed	Pitiful	Unfortunate
Disfigured	Madman	Poor	Victim

**Preferred Terminology:**

- Blind (no visual capability)
- Legally blind / low vision (some visual capability)

- Hearing loss / hard of hearing (some hearing capability)
- Hemiplegia (paralysis of one side of the body)
- Quadriplegia (paralysis of both arms and legs)
- Residual limb (post-amputation of limb)

## 9. Releasing A Student

If a person not connected with the school seeks information about a child or permission to take the child from the room, refer that person directly to the principal. The principal will determine whether or not the child should be excused and will notify you of the decision.

**Under NO circumstances should a child be released without permission of the principal.**

## **II. Job Descriptions**

# 10. Independence Academy Program

## Paraeducator / Alternative Program

### Paraeducator

#### **Qualifications:**

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment test
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Ability to read, write and comprehend simple instructions, short correspondence and memos
- Ability to use email or willingness to learn skill with training
- Ability to maintain composure under stressful conditions
- Ability to develop effective working relationships with students, staff and the school community
- Ability to perform duties with awareness of all district requirements and Board of Education policies
- Experience in working with children or young people with behavioral needs preferred
- Ability to deal patiently and empathetically with young children
- Must be physically able to reach with hands and arms; stand, walk, sit and talk or hear; use hands to handle or feel objects, tools or controls; climb or balance; stoop, kneel, crouch or crawl; bend at the neck more than the average person; have close vision and peripheral vision; and be able to hear in a noisy environment
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Must be reliable and have good attendance

**Fair Labor Standards Act Status:** Non-Exempt

#### **Reports to:**

Appropriate Special Education Staff or Regular Education Staff

Principal

#### **Job Goal:**

To work under the direction of a Special Education teacher or Regular Education teacher to help students meet behavioral and/or learning goals outlined in the District's curriculum, the school's plan, and/ or specialized plans, and/ or individualized plans.

**Performance Responsibilities:**

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To work with individual students or small groups of students to encourage and reinforce appropriate problem solving skills
- To collect student performance data on group and/ or individualized goals
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To provide escort and assistance to students in the following areas: the regular education classroom, specials classes, restroom, lunch, recess, field trips
- Serve as chief source of information and help to any substitute teacher assigned to the classroom
- Assist with supervision of students during free time, on in the event of a field trip, assembly or emergency drill
- Alert classroom teacher to any problems or special information concerning any individual student
- To maintain confidentiality of students' records and other information regarding student's disability, academics and/ or behavior
- To participate in requested training responsibilities
- To provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures if required by supervisors
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are to be established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.



- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 09.10.18

# 11. Behavior, Academic, Social Skills (BASS) Paraeducator

## **Qualifications:**

- High School Diploma or GED required
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title 1 school
  
- Experience working with children or young people with behavioral needs preferred
- Ability to assist with lifting, carrying and/or holding children up to fifty (50) pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance

**Fair Labor Standards Act Status:** Non-Exempt

## **Reports to:**

Appropriate Special Education Staff

Principal

## **Job Goal:**

To work under the direction of a Special Education Teacher and help students meet behavioral and/or learning goals outlined in the district's curriculum, the school's plan and the Individualized Educational Program (IEP).

## **Performance Responsibilities:**

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To work with individual students or small groups of students to encourage and reinforce appropriate problem solving skills
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary, such as, but not limited to, the regular education classroom, restroom, lunch, field trips
- To maintain confidentiality of student records and other information shared about students

- To participate in requested training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by Supervisors
- To collect student performance data on individual student goals and objectives
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are to be established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9/10/18

## 12. Communication, Behavior and Social Skills (CBSS) Program Paraeducator

### Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title I school
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with children or young people with behavioral needs preferred
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

**Fair Labor Standards Act Status:** Non-Exempt

### Reports to:

Appropriate Special Education Staff

Principal

### Job Goal:

To work under the direction of a Special Education teacher to help students meet learning and/or behavior goals outlined in the District curriculum, the school's plan, and/or specialized plans, such as Individual Educational Programs (IEP)

### Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members and community agencies in the implementation of behavioral and instructional plans for students
- To work with individuals or small groups of students to implement academic, functional skills and behavioral lessons, and reinforce the learning of this material or skills
- To collect student performance data on individual student goals and objectives
- To accompany students to the regular education rooms and adapt regular education material to meet their needs

- To provide escort and assistance to students as necessary (such as, but not limited to, the regular education room, the restroom, lunch, recess, field trips)
- To maintain the confidentiality of students' records and other information regarding student's disability, academics, and/or behavior
- To participate in requested training such as weekly program meetings
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project or assignment for which the appointment is made. The salary and work calendar are established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with the Board of Education policy by the immediate supervisor, utilizing the Independence School District Support Staff Performance Based Evaluation.

HR 9/10/18

# 13. Functional Skills Paraeducator

## Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title I school
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with children or young people with behavioral needs preferred
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

**Fair Labor Standards Act Status:** Non-Exempt

## Reports to:

Appropriate Special Education Staff

Principal

## Job Goal:

To work under the direction of a special education teacher and help students meet behavioral and/or learning goals outlined in the District's curriculum, the school's plan, and the Individualized Educational Program (IEP).

## Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To work with individual students or small groups of students to encourage and reinforce appropriate problem solving skills
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To collect student performance data on individual student goals and objectives
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary (such as, but not limited to, the regular education room, restroom, lunch, recess, field trips)

- To maintain confidentiality of student records and other information shared about students
- To participate in requested training responsibilities (such as weekly program meetings)
- To accompany students to the regular education rooms and adapt regular education material to meet their needs
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are to be established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9/10/18

## 14. Hearing Impaired Paraeducator

### **Qualifications:**

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title 1 school
- Bachelor of Science or Bachelor of Arts in related area, or coursework from an accredited college or university preferred
- Ability to use e-mail, or willingness to learn skill with training
- Experience in keyboarding and other computer functions preferred
- Ability to relay spoken/oral communication (finger spelling, sign language, speech, expression) to convey concise meaning to the hearing impaired students
- Willingness to complete the certification standards that have been set by the State
- Ability to work with Special Education students across multiple environments
- Must be reliable and have good attendance

### **Physical Qualifications:**

- Possess physical skills and stamina to perform all job responsibilities such as lifting, walking distances, standing, bending, stooping, bilateral hand usage and reaching

**Fair Labor Standards Act Status:** Non-Exempt

### **Reports to:**

Appropriate Special Education Staff

Principal

### **Job Goal:**

To adapt classroom work for hearing impaired students to help them meet learning and/or behavior goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Education Program (IEP) or the Title I Plan.

### **Performance Responsibilities:**

- Attends class with the hearing impaired student(s) and facilitates use of basic signs and/or oral interpreting
- Assists the student(s) with communication skills, tutoring, monitoring assistive technology captioned devices and/or note taking
- Works with the teacher of the hearing impaired student(s) in improving the educational programs of the hearing impaired student(s)



- Demonstrates the highest ethical and confidential standards when dealing with colleagues, students, and parents
- To participate in requested meetings and training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To collect student performance data on individual student goals and objectives
- To accompany students to the regular education rooms and adapt regular education materials to meet their needs
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are to be established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9/10/18

# 15. Learning Lab Paraeducator

## **Qualifications:**

- High School Diploma or GED required
- Associate of Science/Associate of Arts or sixty (60) college hours and Substitute Teaching Certificate required for those hired after July 1, 2009
- Bachelor of Science or Bachelor of Arts in a related area from an accredited college or university preferred
- Experience working with children or young people with behavioral needs preferred
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training
- Ability to lift up to 40 pounds

**Fair Labor Standards Act Status:** Non-Exempt

## **Reports to:**

Principal

## **Job Goal:**

To help students meet behavioral and/or learning goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Educational Program (IEP), or 504 Plan.

## **Performance Responsibilities:**

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To work with individual students or small groups of students to encourage them to stay on task
- To assist students with assignments and tests
- To interact positively with students and model appropriate behavior
- To read assignments and tests to students as needed
- To maintain confidentiality of student records and other information shared about students
- To assist with district and state testing for IEP and 504 students
- Provide feedback to teachers on student progress
- Facilitate a positive learning environment
- Fill in as needed in covering classes when substitutes are short
- To assist with cafeteria supervision, as needed
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The Learning Lab Paraeducator will be employed for nine-month positions. The salary and work calendar will be established annually by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 40 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9.10.18

## 16. Life Skills Paraeducator

### Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title I school
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with children or young people with multiple handicaps and behavioral needs preferred
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

**Fair Labor Standards Act Status:** Non-Exempt

### Reports to:

Appropriate Special Education Staff

Principal

### Job Goal:

To work under the direction of a Special Education Teacher to facilitate the educational process by protecting the health status of students and to help students meet learning and/or behavioral goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Educational Program (IEP) or the individualized Health Plan

### Performance Responsibilities:

- To perform emergency medical procedures needed by students assigned to their care. Such as, evasive emergency procedures and/or egress procedures.
- To work cooperatively and collaboratively with teachers, administrators, parents, and other staff members in the implementation of instructional and behavior plans for students
- To work with individual students or small groups of students to reinforce the learning of material or skills introduced by the teacher
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary

- To maintain confidentiality of student records and other information shared about students
- To participate in requested training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9/10/18

# 17. Long Term Suspension Classroom Paraeducator

## Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test
- Bachelor of Science or Bachelor of Arts in a related area from an accredited college or university preferred
- Experience working with children or young people with academic and/or behavioral needs preferred
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

**Fair Labor Standards Act Status:** Non-Exempt

## Reports to:

Appropriate Teaching Staff

Principal

## Job Goal:

To work under the direction of a classroom Teacher to help students meet behavioral and/or learning goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Educational Program (IEP), or 504 Plan

## Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To appropriately restrain students using district approved restraint procedures, if required by supervisors

- To work with individual students or small groups of students to encourage and reinforce appropriate problem solving skills
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary
- To maintain confidentiality of students' records and other information regarding student's disability, academics and/or behavior
- To participate in requested training responsibilities
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are to be established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9.10.18

# 18. Paraeducator / Early Childhood Paraeducator

## **Qualifications:**

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title I school
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with special needs children or young people preferred
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Ability to use e-mail, or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

**Fair Labor Standards Act Status:** Non-Exempt

## **Reports to:**

Appropriate Special Education Staff

Principal

## **Job Goal:**

To work under the direction of a special education teacher and help students meet learning and/or behavioral goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Educational Program (IEP) or the Title I Plan

## **Performance Responsibilities:**

- To work cooperatively and collaboratively with teachers, administrators, parents, and other staff members in the implementation of instructional and behavior plans for students
- To work with individual students or small groups of students to reinforce the learning of material or skills introduced by the teacher
- To assist teachers as they teach lessons, monitor progress, and assess student learning
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary
- To maintain confidentiality of student records and other information shared about students
- To participate in requested training responsibilities
- To diaper and provide toileting assistance to students as necessary



- To collect student performance data on individual student goals and objectives
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are to be established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9/10/18

## 19. Visually Impaired Paraeducator

### Qualifications:

- High School Diploma or GED required
- Certification as a Brailist preferred
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title I school
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with special needs children or young people preferred
- Ability to use e-mail or willingness to learn skill with training
- Experience in keyboarding and other computer functions preferred
- Operating knowledge of Braille transcription software, Braille embosser, Braillewriter, and/or tactile image enhancer preferred
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

### Physical Qualifications:

- Ability to stand and sit for extended periods of time
- Dexterity of hands and fingers to operate assigned specialized equipment
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds

**Fair Labor Standards Act Status:** Non-Exempt

### Reports to:

Appropriate Special Education Staff

Principal

### Job Goal:

To work under the direction of a Special Education teacher. To adapt classroom work for visually impaired students to help them meet learning and/or behavior goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Education Program (IEP) or the Title I Plan. To help visually impaired students navigate classrooms and other sites.

### Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, and other staff members in the implementation of instructional and behavior plans for students
- To interact positively with students and model appropriate behavior
- To adapt classroom work for visually impaired students by providing detailed explanations and models, dictating what is on classroom blackboards, describing pictures that are shown, enlarging materials, describing videos, providing on-the-spot graphics, etc. as necessary
- To transcribe into Braille, using manual Brailled or computer software
- To collect student performance data on individual student goals and objectives
- To accompany students to the regular education rooms and adapt regular education material to meet their needs
- To transcribe student's Brailled material into print so that the classroom teacher and parent can read it
- To create tactile graphics of maps, charts, pictures, routes, etc. using various tools, materials, and machines
- To emboss, re-edit, and bind material using various methods
- To work with students individually or in small groups to practice and reinforce Braille writing, reading, comprehension skills, keyboarding/computer skills, and other academic and functional skills
- To provide escort and assistance to students as necessary and accompany students on field trips and other school activities
- To maintain confidentiality of student records and other information shared about students
- To participate in requested meetings and training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

**Terms of Employment:**

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar are to be established by the Board of Education.

**Required Testing:**

Post offer employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

HR 9/10/18

## **III. Salary Scales**

## 20. Paraeducator Salary Scales

To view the 2019-2020 Paraeducator Salary Scales, please visit: [https://www.isdschools.org/hr/employee\\_handbook/2019-2020/salary\\_schedules/index.html#paras](https://www.isdschools.org/hr/employee_handbook/2019-2020/salary_schedules/index.html#paras)

## **IV. Professional Development Timesheets**





## **V. Performance Based Evaluations**

## **22. Paraeducator Performance Based Evaluations**

To view the Performance Based Evaluations for Paraeducator Staff, please contact your supervisor.

## **VI. Employment Calendars**

## 23. Paraeducator Employment Calendars

To view the 2019-2020 Paraeducator Employment Calendars, please visit: [https://www.isdschools.org/hr/employee\\_handbook/2019-2020/calendars/index.html#paras](https://www.isdschools.org/hr/employee_handbook/2019-2020/calendars/index.html#paras)