

Inter-Lakes Support Staff Handbook

**Addendum to the Employee Handbook
2022 – 2023 School Year**

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APPENDIX C

EVALUATIONS

The purpose of support staff evaluation is to improve their performance and provide a written record of their efficiency and/or areas of concern. The following process has been developed to guide the use of the Support Staff Evaluation Instrument.

Administration will designate the employee's immediate supervisor. No more than two immediate supervisors will be designated. If assignments are changed or changes in staffing require a new assignment, the supervisors will be designated in a timely manner. For the purpose of this document, the term *Immediate Supervisor(s)* is the individual who oversees and coordinates assignments of the employee. The immediate supervisor has no administrative/evaluative responsibilities except when the immediate supervisor is the administrator.

The immediate supervisor(s) provides guidance and instruction to accomplish job responsibilities. It is the responsibility of the immediate supervisor to provide feedback to the employee and assistance as needed. Unresolved concerns will be brought promptly to the attention of the administration. These concerns shall be addressed in a meeting involving all parties and will be held in a timely manner.

It is an administrator's responsibility to complete the evaluation process. The evaluation process and form is reviewed and all participants have an opportunity to offer information pertinent to the process. Prior to the completion of the evaluation, the administration will solicit feedback from any immediate supervisor(s) and assigned classroom teacher(s).

Evaluation Process

The criteria for the evaluation levels are applied to each single evaluation and are not to be used cumulatively. The following levels are used for observation and evaluation:

Level 1 – Paraprofessional employees, in year one and two of employment with the District, will be observed twice each year and evaluated once each year.

Level 2 – Paraprofessional employees, in years three through six consecutive years of service in the District, will be observed and evaluated once every two years (year 4 and year 6). Employees who receive Unsatisfactory in one or more standards will move to Focused Assistance.

Level 3 – Paraprofessional employees, in years seven and beyond in the District, will be observed and evaluated once every three years. Employees who receive an Unsatisfactory in one or more standards will move to Focused Assistance.

Focused Assistance – Only for paraprofessional employees who were previously on Level 2 or Level 3. Paraprofessional employee will be observed as frequently as determined by the administrator and evaluated once each year. Based on current levels of performance, the administration determines the need for increased supervision.

A plan of improvement will be mutually developed by the employee and immediate supervisor at any time during the school year when the immediate supervisor or administrator concludes the employee inconsistently meets expectations or does not meet expectations for any area.

Timeline

By the first student day of school, administration will designate the employee's immediate supervisor(s).

By October 15th (Levels 1, 2, and 3), an initial meeting will be held between the employee and the

immediate supervisor(s). At this meeting, the roles and responsibilities of the employee are discussed and goals are set, reviewed and modified as needed. Goal(s) will be recorded using Appendix C-2, Sections I and II. Throughout the year, goals may be reviewed and modified as needed. If an employee assignment changes during the year, a new “initial meeting,” as described in the previous paragraph, will be held.

By November 15th (Level 1), a 15-minute observation will have been conducted, and an Appendix C-3 Interim Feedback Form (IFF) will be provided by your evaluator.

By February 1st (Levels 2 and 3), a 15-minute observation will have been conducted, and an Appendix C-3 Interim Feedback Form (IFF) will be provided by your evaluator.

By March 15th, Appendix C-2, Section III: Evaluation of Progress Towards Goal(s) will be completed and returned to the assigned administrator.

Prior to April 15th, the administrator will seek feedback from the immediate supervisor(s) regarding the employee’s performance. The administrator will not use feedback that has not been shared with the employee in a timely manner. By this time, administration must complete the second 15-minute observation for all Level 1 employees.

By April 15th, a written Support Staff Assessment Form will be completed and a conference will be held with the employee. Following the evaluation conference, the evaluation will be submitted to the Superintendent.

By May 15th, contracts for the following year will be offered to returning staff.

By May 31st, contracts will be returned to the Superintendent. Contracts not returned by this time will indicate a voluntary resignation.

Please Note: The employee will sign the evaluation indicating only that the report has been read and does not necessarily agree with its content. The employee may submit a written response to be included with the file copy of the evaluation.

A Support Staff Handbook and a Teacher Handbook shall be available to all employees electronically by the first student day of school. The Support Staff Handbook shall include a copy of the Support Staff Evaluation Process, Evaluation Tool and Job Descriptions. Employees shall sign that they have received these documents.

APPENDIX C-1

SUPERVISOR/EVALUATOR ASSIGNMENT

TO:

FROM:

RE: Your Immediate Supervisor and Evaluator for (*Enter School Year*)

DATE:

As per the Inter-Lakes Support Staff Evaluation Procedure, this memo is written to inform you that your immediate supervisor for your present assignment during the (*enter school year*) school year is: _____ .The administrator responsible for completing your annual evaluation is: _____ .

Your contracted hours will be _____ - _____. These hours are subject to change based on student needs.

We will be meeting sometime before October 15th to discuss how things are going, set goals for the year, and address any questions or concerns you or your immediate supervisor may have. If you have questions in the meantime, please let me know.

Thanks.

Please sign below to indicate that you have received copies of the support staff and teacher's handbooks.

Paraeducator: _____

APPENDIX C-2

SUPPORT STAFF GOAL SETTING FOR PROFESSIONAL DEVELOPMENT FORM

Name:	Observation and Evaluation Level:
Assignment:	Immediate Supervisor:

COMPLETE BY OCTOBER 15TH

<p>Section I: Individual Goal Setting: Goal(s) are developed with your immediate supervisor. <i>How is your goal linked to support student growth?</i></p>
<p>Goal(s):</p>

<p>Section II: Plan of Action. To be developed by the paraeducator. <i>What types of activities do you think will help you achieve these skills?</i> <i>How do you wish to increase your knowledge or demonstrate a growth mindset?</i> <i>What is a realistic timeframe for you to accomplish this goal?</i></p>
<p>Action:</p>

Employee Signature:	Date:
Immediate Supervisor Signature:	Date:

COMPLETE AND RETURN TO ADMINISTRATOR BY MARCH 15TH

<p>Section III: Evaluation of Progress Towards Goal(s). To be completed by the paraeducator. <i>What achievements have you made towards accomplishing your goal(s)?</i></p>
<p>Progress:</p>

Employee Signature:	Date:
Immediate Supervisor Signature:	Date:

**APPENDIX C-3
INTERIM FEEDBACK FORM**

Employee Name:	Date:
Evaluator Name:	Evaluation Level:

Indicate if employee is meeting expectations (yes) or not meeting expectations (no) next to each standard. Upon completion provide employee and immediate supervisor(s) with a copy.

Standards	Yes	No	No Evidence
Job Performance			
Provides instruction to students under the supervision of a teacher.			
Implements IEP plans.			
Works efficiently to complete tasks.			
Demonstrates appropriate knowledge base and skill level required.			
Performs at a professional level.			
Supervises students in an appropriate manner.			
Maintains confidentiality.			
Adaptability			
Establishes priorities but maintains flexibility.			
Responds appropriately to challenges and unforeseen circumstances.			
Communicates any concerns, questions or problems that arise.			
Dependability			
Demonstrates dependability, promptness and regular attendance.			
Interpersonal Skills			
Works and communicates effectively.			
Expresses ideas constructively.			
Listens with understanding.			
Maintains a positive and professional attitude.			
Demonstrates courteous interactions with staff, students and the public.			
Exhibits high standards through words, actions and instruction.			
Professional Growth			
Engages in professional learning opportunities.			
Demonstrates a growth mindset.			

Employee Plan of Action

Evaluator should indicate which plan of action employee should follow based on the observation.

	Based on my observation, you are meeting expectations in all areas.
	Based on my observation you have one or more areas in which you are not meeting expectations. Schedule a meeting with your immediate supervisor to develop and implement a plan of improvement.

Employee Signature:	Date:
Evaluator Signature:	Date:

**APPENDIX C-4
SUPPORT STAFF ASSESSMENT FORM**

Employee Name:	Date:
Assignment:	

For the purpose of this instrument, support staff is defined by the master agreement between the Inter-Lakes School Board and the Inter-Lakes Support Staff Association.

Description of Evaluative Terms

Distinguished	Demonstrates exceptional, high quality performance and shows initiative and leadership.
Accomplished	Demonstrates effective skills and consistency in meeting requirements and expectations with minimal supervision.
Unsatisfactory	Indicative of unacceptable performance that will result in job action if it is not improved.

Choose the evaluative term that best describes the employee’s performance for each standard listed below and check the corresponding box. Use the comments section on the next page to provide additional feedback. Written comments must be submitted for any standard that is marked Unsatisfactory.

Distinguished	Accomplished	Standards Defined	Unsatisfactory
		Job Performance	
		Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily skills, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans; and ensuring students’ success in school. Works efficiently to complete tasks, demonstrates appropriate knowledge base and skill level required and performs at a professional level to reflect positively on the operations of the school. Supervises students in an appropriate manner and maintains confidentiality in order to provide a safe and positive learning environment.	
		Adaptability	
		Establishes priorities, but maintains flexibility when situations warrant change and responds appropriately to challenges and unforeseen circumstances. Communicates in a timely manner any concerns, questions or problems that arise.	
		Dependability	
		Demonstrates dependability, promptness, and regular attendance in order to establish consistent routines, promote teamwork, and guarantee instructional continuity.	
		Interpersonal Skills	
		Works and communicates effectively, expresses ideas constructively, and listens with understanding to support student/classroom learning and activities. Maintains a positive and professional attitude and demonstrates courteous interactions with supervisors, staff, students and the public for the purpose of providing a safe and positive learning environment. Exhibits high standards through words, actions and instruction to support the belief in all students’ ability to meet those standards.	
		Professional Growth	
		Engages in professional learning opportunities offered by the district and demonstrates a growth mindset.	

Evaluator Comments On Standards Assessments

Use this space for comments that refer back to the evaluative levels indicated on the standards.

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Please indicate evaluation level and recommendation below.

Evaluation Level: () Level 1 () Level 2 () Level 3 () Focused Assistance	
Recommendation: () Rehire () Not Rehire	
Evaluator Name:	Evaluator Title:
Evaluator Signature:	Date:

I have reviewed this evaluation and discussed its contents with the evaluator. My signature means that I have been advised of my performance and have been given the opportunity to make comments, but does not necessarily imply agreement with the evaluation or the contents.

Employee Signature:	Date:
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Employee may attach written comments that will become part of the permanent record of this evaluation.

TO: **INSERT STAFF NAME**
FROM: BUILDING PRINCIPAL
SUBJECT: RECOMMENDATION FOR HIRE
DATE: BY APRIL 15
CC: MARY MORIARTY, SUPERINTENDENT OF SCHOOLS
ASHLEY DOLLOFF, HUMAN RESOURCES DIRECTOR
PERSONNEL FILE



PRINCIPAL'S RECOMMENDATION FOR 2023 – 2024 SCHOOL YEAR

() Rehire

() Not Rehire

Principal Signature

Date

Employee Signature

Date

~FORM IS FOR ALL PARAEDUCATORS NOT RECEIVING AN EVALUATION~

**Inter-Lakes School District
Position Description**

Position Title: **Administrative Assistant** (including Student Support Services)

Reports To: **Building Principal and Assistant Principal**

GENERAL SUMMARY:

Working under the general direction of the building administrators, the administrative assistant in Student Support Services will assume supervisory responsibilities for the daily operation of the Student Support Services Program.

ESSENTIAL JOB FUNCTIONS*:

- Supervise students in an appropriate manner.
- Maintain documentation necessary to Student Support Services.
- Assist students in processing behavioral issues.
- Assist students and teachers with implementation of behavior contracts and reentry plans.
- Assist students with academic work that they have been assigned while in Student Support Services.
- Meet with the building administrators to discuss student progress and other school issues.
- Assist with administrative clerical tasks as requested.
- Assist co-workers and work toward a productive team approach.
- Communicate effectively and positively with students, staff and parents.
- Identify potential problems and effectively participate in their solution.
- Accept assignments in a willing and cooperative manner.
- Work to keep informed of important school issues.
- Demonstrate independence and show initiative.
- Maintain a good record of attendance and punctuality.
- Maintain strict confidentiality of the work place.
- Understand and comply with all school policies and procedures.
- Demonstrates positive and respectful interactions with students
- Maintain appropriate control when dealing with students
- Other duties as assigned.

EDUCATION/EXPERIENCE:

High school graduate.

Demonstrated ability to work with children in a variety of settings.

WORKING CONDITIONS:

Daily walking, sitting, standing and bending primarily in the Student Support Services room.

- **External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

**Inter-Lakes School District
Position Description**

Position Title: **Health Room Para-Educator**

Reports To: **Building Principal, Assistant Principal, School Nurse**

GENERAL SUMMARY:

Working under the general direction of the building administrators and school nurse, the Health Room Para-Educator will assist with a variety of health room/student health related tasks. Daily assignments will be coordinated with the school nurse.

ESSENTIAL JOB FUNCTIONS:

- Assist in health screenings
- Assist in basic first aid procedures
- Communicate with parents and staff under the direction of the school nurse and/or administration
- Manage/supervise health room during times when school nurse is unavailable (ex: if nurse is in a meeting, working in a classroom, eating lunch, etc.)
- Administer over-the-counter medications under the supervision of the nurse or administration
- Assist in the maintenance of appropriate records as requested by the school nurse, administration, District and other agencies.
- Assist co-workers
- Communicate effectively and positively
- Identify potential problems and effectively participate in their solution
- Accept assignments in a cooperative manner
- Be prepared to perform duties from start to finish of assigned shift
- Work to keep informed of school issues
- Demonstrate independence and show initiative
- Maintain a good record of attendance and punctuality
- Maintain confidentiality of the work place
- Understand and comply with all school policies and procedures
- Demonstrate positive and respectful interactions with students
- Maintain appropriate self-control when dealing with students
- Supervise students in an appropriate manner
- Communicate to administration any safety concerns
- Other duties as assigned

EDUCATION/EXPERIENCE:

High School Graduate

Demonstrated ability to work with children and adults

CPR/First Aid certified (or a willingness to obtain certification)

Licensed Practical Nurse (LPN) *preferred but not required*

WORKING CONDITIONS:

Primary setting is the health room, but will include a variety of settings in and out of doors. Daily walking, sitting, standing, bending and lifting may be necessary.

*** External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job function as listed, either unaided or with the assistance of a reasonable accommodation, to be determined by management on a case by case basis.**

Inter-Lakes School District Position Description

Position Title: **Library Media Para-Educator**

Reports To: **Building Principal, Assistant Principal, Library Media Generalist**

GENERAL SUMMARY: Working under the general direction of the Library Media Generalist and the building administrators, the Library Media Para-Educator will perform a variety of tasks. Daily responsibilities will include providing positive support and services to students and staff and maintaining and supporting systems established by the Library Media Generalist.

SPECIFIC JOB FUNCTIONS:

- Assist students and staff in locating information and appropriate materials
- Maintain the physical appearance and order of the collection through shelving and shelf reading
- Maintain and repair materials as necessary
- Uphold library policies and established procedures
- Assist with the inventory of the collection
- Complete assigned clerical tasks in a timely and accurate manner
- Demonstrate technological skill through the use of the library automation system, using basic search strategies on the Internet, and utilizing other technologies such as specialized databases and CD-ROM's
- Demonstrate the ability to assist staff in the proper use of the equipment
- Complete an annual inventory of the collection (SCS Only)
- Promote literature appreciation (SCS Only)
- Collaborate with teachers to integrate content areas with information literacy skills (SCS Only)

Common Job Functions

- Assist co-workers
- Communicate effectively and positively
- Identify potential problems and effectively participate in their solution
- Accept assignments in a cooperative manner
- Work to keep informed of school issues
- Demonstrate independence and show initiative
- Maintain a good record of attendance and punctuality
- Maintain confidentiality of the work place
- Understand and comply with all school policies and procedures
- Demonstrate positive and respectful interactions with students
- Maintain appropriate self-control when dealing with students
- Supervise students in an appropriate manner
- Communicate to administration any safety concerns
- Other duties as assigned

EDUCATION/EXPERIENCE:

High School Graduate/advance course work desirable

Demonstrated ability to work with children in a variety of settings

Basic computer skills

WORKING CONDITIONS: Primary setting is the Library Media Center, but may include a variety of settings in and out of doors. Daily walking, sitting, standing, bending and lifting are necessary.

- **External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job function as listed, either unaided or with the assistance of a reasonable accommodation, to be determined by management on a case by case basis.**

**Inter-Lakes School District
Position Description**

Position Title: **Playground/Clerical Para-Educator**
Reports To: **Building Principal and Assistant Principal**

General Summary:

Working under the general direction of the Office Manager and building administrators, the Playground/Clerical Para-Educator will assist with a variety of clerical tasks in the office and will assume supervisory responsibilities for students in the lunchroom, on the playground, in classrooms, or in other areas in the building as needed.

ESSENTIAL JOB FUNCTIONS*:

- Complete office tasks in a timely and accurate manner
- Effectively handle telephone calls in a professional and courteous manner
- Demonstrate and utilize basic typing/keyboarding/office clerical skills
- Look for ways to assist co-workers and work toward a productive team approach
- Communicate effectively and positively with all people (students, staff, parents, etc.)
- Identify potential problems and effectively participate in their solution
- Accept assignments outside normal duties in a willing and cooperative manner
- Is prepared to perform duties from start to finish of assigned shift
- Work to keep informed of important school issues
- Demonstrate independence and show initiative to perform non-assigned duties
- Maintain a good record of attendance
- Maintain strict confidentiality of the work place
- Understand and comply with all school policies and procedures
- Handle supervision of students in a variety of settings in an effective manner
- Demonstrate flexibility relative to changes in assignment
- Demonstrate positive and respectful management of students while maintaining appropriate control
- Maintain contact with administration regarding student related issues and concerns
- Other duties as assigned
- Communicate to administration any safety concerns related to playground

EDUCATION/EXPERIENCE:

High School Graduate
Demonstrated ability to work with children in a variety of settings

WORKING CONDITIONS:

Varied environment including, but not limited to office, classrooms, playground, and lunchroom
Daily walking, sitting, standing and bending in a variety of settings inside the building and in a variety of conditions outside the building

*** External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job function as listed, either unaided or with the assistance of a reasonable accommodation, to be determined by management on a case by case basis.**

Inter-Lakes School District Job Description



Title: Special Education Paraeducator	Date Revised: July 1, 2019
Classification: Support Staff	Terms of Employment: 185 days
Reports To: Assigned Classroom Teacher, Special Education Case Manager, Building Principal, Assistant Principal	Supervises: n/a

QUALIFICATIONS:

Minimum education of High School Diploma or equivalent.

Experience working with children in a variety of settings; school setting preferred.

JOB OBJECTIVE:

The Special Education Paraeducator provides assistance for students under the professional guidance and supervision of the classroom teacher, case manager and building administrators. Special Education Paraeducators work in district schools and in some cases alternative settings per the student's Individual Education Plan (IEP). Special Education Paraeducators work with students individually or in small groups by providing basic instruction in abilities and skills developmentally appropriate to the student(s).

ESSENTIAL JOB FUNCTIONS*:

- Instructs students in specific IEP objectives under supervision of special education case manager and the classroom teacher.
- Provides enrichment and reinforcement of skills and concepts taught as part of the curriculum making modifications as needed.
- Monitors the progress of students providing documentation as necessary.
- Serves as individual aide/assistant to children requiring one-on-one assistance.
- Assists the classroom teacher with the preparation of instructional materials for the purpose of enhancing learning activities.
- Follows lesson plans prepared by special education case manager and/or the classroom teacher for the purpose of implementing IEP goals.
- Implements required behavior management programs consistently under the direction of a teacher for the purpose of maintaining a safe and effective learning environment.
- Implements instructional programs and lesson plans (e.g. reading, writing, mathematics, etc.) under the supervision of classroom teacher/case manager.
- Provides reinforcement of specific therapies.
- May be requested to attend staff/parent conferences, in-service programs and other meetings.
- Assists co-workers.
- Establishes and maintains effective communication and cooperative professional relationships with school colleagues for the purpose of supporting students.
- Monitors individual and or groups of students in a variety of settings for the purpose of maintaining a safe and positive learning environment.
- Accepts assignments in a cooperative manner.
- Works to keep informed of school issues.
- Demonstrates independence and show initiative.
- Maintains a good record of attendance and punctuality.
- Maintains confidentiality of the work place.
- Understands and complies with all school policies and procedures.
- Demonstrates positive and respectful interactions with students.
- Maintains appropriate self-control when dealing with students.
- Supervises and supports students during transitions (e.g. hallways, specials, etc.) for the purpose of ensuring safe

movement throughout the learning environment.

- Communicates to administration any safety concerns.
- Performs other related duties as assigned.

WORKING CONDITIONS:

Primary setting is classrooms, but may include a variety of settings in and out of doors. Daily walking, sitting, standing, bending and lifting may be necessary.

OTHER:

Please note this job description is not designated to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and actives may change at any time with or without notice.

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee Name (Print)

Date

Employee Signature

*** External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

**Inter-Lakes School District
Position Description**

Position Title: Speech Language Assistant

Reports To: Speech Language Pathologists, Special Education Director, Building Principal, Assistant Principal

GENERAL SUMMARY: Working under the general direction of the speech-language pathologists, Special Education Director and building administrators, the Speech-Language Assistant will assist with a variety of instructional and therapeutic tasks with identified students. Daily instruction will be coordinated with the Speech-Language Pathologists.

ESSENTIAL JOB FUNCTIONS:

- Instruct students in specific IEP objectives under supervision of speech-language pathologists.
- Provide enrichment and reinforcement of skills and concepts taught as part of the curriculum making modifications as needed.
- Monitor the progress of students providing documentation as necessary.
- May be requested to attend staff/parent conferences, staff meetings, in-service programs and other meetings.
- Provide clerical support to speech-language pathologists.
- May prepare lesson plans as needed under the supervision of speech-language pathologists.
- Implement required behavior management programs consistently
- Develop and make adapted therapy materials under the supervision of speech language pathologists.
- Provide reinforcement of specific therapies.
- Check and maintain equipment.
- Assist co-workers
- Communicate effectively and positively
- Identify potential problems and effectively participate in their solution.
- Accept assignments outside in a cooperative manner
- Work to keep informed of school issues.
- Demonstrate independence and show initiative
- Maintain a good record of attendance and punctuality
- Maintain confidentiality of the work place.
- Understand and comply with all school policies and procedures
- Demonstrate positive and respectful interactions with students
- Maintain appropriate self-control when dealing with students
- Supervise students in an appropriate manner.
- Communicate to administration any safety concerns.
- Other duties as assigned.

*** External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job function as listed, either unaided or with the assistance of a reasonable accommodation, to be determined by management on a case by case basis.**

EDUCATION / EXPERIENCE:

High School Graduate

Completion of a Certified Speech-Language Assistant Program.

Demonstrated ability to work with children in a variety of settings.

Experience working with special needs students preferred, but not required

WORKING CONDITIONS:

Primary setting is the speech rooms and classrooms, but may include a variety of settings in and out of doors. Daily walking, sitting, standing, bending and lifting may be necessary.

**Inter-Lakes School District
Position Description**

Position Title: **Supervisory/Clerical Para-Educator**

Reports To: **Office Manager, Building Principal, Assistant Principal**

GENERAL SUMMARY:

Working under the general direction of the Office Manager and building administrators, the Supervisory/Clerical Para-Educator will assist with a variety of clerical tasks in the office and will assume supervisory responsibilities for students in a variety of settings both in and out of doors.

ESSENTIAL JOB FUNCTIONS:

- Complete tasks in a timely and accurate manner
- Effectively handle telephone calls in a professional and courteous manner
- Demonstrate and utilize basic typing/keyboarding/office clerical skills
- Maintain contact with administration regarding student related issues and concerns
- Assist co-workers
- Communicate effectively and positively
- Identify potential problems and effectively participate in their solution
- Accept assignments in a cooperative manner
- Work to keep informed of school issues
- Demonstrate independence and show initiative
- Maintain a good record of attendance and punctuality
- Maintain confidentiality of the work place
- Understand and comply with all school policies and procedures
- Demonstrate positive and respectful interactions with students
- Maintain appropriate self-control when dealing with students
- Supervise students in an appropriate manner
- Communicate to administration any safety concerns
- Other duties as assigned

EDUCATION/EXPERIENCE:

High School Graduate

Demonstrated ability to work with children in a variety of settings

Previous office experience preferred, but not required

WORKING CONDITIONS:

Primary setting is offices, but will include a variety of settings in and out of doors. Daily walking, sitting, standing, bending and lifting may be necessary.

*** External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job function as listed, either unaided or with the assistance of a reasonable accommodation, to be determined by management on a case by case basis.**

**Inter-Lakes School District
Position Description**

Position Title: **Title One Para-Educator**

Reports To: **Building Principal, Assistant Principal, Title One Coordinator**

GENERAL SUMMARY:

Working under the general direction of the building administrators and the Title One Coordinator, the Title One Para-Educator will assist with a variety of instructional and tutorial tasks with identified groups of students. Daily instruction will be coordinated with classroom teachers and will be overseen by the Title One Coordinator.

ESSENTIAL JOB FUNCTIONS:

- Provide enrichment and reinforcement of skills and concepts taught as part of the curriculum.
- Plan and implement lesson plans as directed by the classroom teacher and/or Title One Coordinator.
- Maintain appropriate records as required by the District and other agencies.
- Monitor the progress of students providing documentation as necessary.
- Develop detailed progress reports
- May be requested to attend staff/parent conferences, in-service programs and other meetings
- Assist co-workers
- Communicate effectively and positively
- Identify potential problems and effectively participate in their solution
- Accept assignments in a cooperative manner
- Work to keep informed of school issues
- Demonstrate independence and show initiative
- Maintain a good record of attendance and punctuality
- Maintain confidentiality of the work place
- Understand and comply with all school policies and procedures
- Demonstrate positive and respectful interactions with students
- Maintain appropriate self-control when dealing with students
- Supervise students in an appropriate manner
- Communicate to administration any safety concerns
- Other duties as assigned

EDUCATION/EXPERIENCE:

High School Graduate/advance course work desirable

Demonstrated ability to work with children in a variety of settings

Experience working with special needs students preferred, but not required

WORKING CONDITIONS:

Primary setting is classrooms, but may include a variety of settings in and out of doors. Daily walking, sitting, standing, bending and lifting may be necessary.

*** External and internal applicants, as well as position incumbents, who become disabled as defined under the Americans with Disabilities Act must be able to perform the essential job function as listed, either unaided or with the assistance of a reasonable accommodation, to be determined by management on a case by case basis.**