

Thompson Falls School District Position Description

Position Title: Paraprofessional
Reports to: Teacher and Principal

Summary: Paraprofessionals may be assigned to work as Special Education 1:1 aides, resource room aides, playground supervisors, general classroom aides, small group aides, or other assignments as needed by the district.

Assists in the educational and social development of students under the direction and guidance of the classroom and special education teacher in general daily classroom activities. Paraprofessionals work under the overall supervision of their building principals with direct supervision provided by the regular or special education teacher. They are employed when required to implement Title I and special education or related services for a class and/or to provide direct assistance to students. Their duties will vary depending upon the age of students served as well as the nature and severity of the student's disabilities or learning needs.

Essential Duties and Responsibilities: *Other duties may be assigned.*

1. Assist in the implementation of Individual Education Plans for the students and monitor their progress.
2. Assist in small group instruction or individual instruction.
3. Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
4. Work with other professionals, such as speech therapists, social workers, occupational and physical therapists.
5. Assist classroom and special education teachers with maintaining student records.
6. Support students with emotional or behavior concerns and assist them in developing appropriate social skills.
7. Assist in assembling/hanging materials on bulletin boards and keeping displays current.
8. Operates standard school equipment such as laminator, copier, audiovisual, etc.
9. May escort children to and from various rooms.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Completed at least two years of study at an institution of higher learning; or obtained an associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate such knowledge through assessment.

Language Skills: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations.

Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using

whole numbers, common fractions, and decimals.

Reasoning Ability: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

Other Skills and Abilities: Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all District requirements and Board of Trustees policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be met to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. The employee must be able to push items of 50 lbs such as pushing children on a bike or moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually loud at a standard acceptable level for this environment. The employee is continuously responsible for the safety, well-being and work output of students.