

JOB OPENING – PARAPROFESSIONAL – Contracted Position

POSITION:	Paraprofessional *Possibility of being assigned to a special needs classroom and/or a self-contained unit
LOCATION:	CCE (This will replace the 6 hour Paraprofessional position which has been eliminated.)
SCHEDULE:	7.00 hours daily, 5 days per week, 35 hours weekly, 186 days per year
EFFECTIVE DATE:	Start of the 2024-2025 School Year
SALARY:	As per Negotiated Agreement

QUALIFICATIONS

- A. Instructional Aide Certificate issued by the State of Ohio required, ***ESEA Licensed held prior to bidding on position.***
- B. Meet one (1) of the three (3) criteria to meet highly qualified status:
 - a. Completed two (2) years of study at an institution of higher education (48 semester or 72 quarter hours validated by institution transcript/diploma/certificate); or
 - b. Obtained an Associate (or higher) Degree from an accredited institution of higher education; or
 - c. Obtained passing score on the Paraprofessional Test
- C. **Statement of Non-conviction with Prohibitive Offenses on file prior to start of position**
- D. **JFS01296 Medical Statement on file within 30 days of placement**
- E. **ODJFS Pre-Licensing Training must be completed within 30 days of placement:**
 - 1. ***Ohio’s Overview of Child Development***
 - 2. ***Ohio’s Approach to Quality***
 - 3. ***ODE Orientation Training for Preschool and School Age Child Care Staff Members: Early Learning***
- F. CPI Training must be held or taken after position is awarded
- G. Capable of performing job descriptions **GDAJB & Autism Classroom Aide Position, GDAJD, and GDAJE & Preschool Classroom Aide** (attached)
- H. Potential exists for toileting duties
- I. If changing classification, employee shall be placed on the employee’s current step of wage scale

Interested parties should submit written bids on the form provided, to Tami in the Business Office by 12:00 noon on or before July 10, 2024.

Letters of interest can be emailed (by 12:00 noon on or before 7/10/2024) to:
tami.hagerty@iclsd.org cc: john.belt@iclsd.org

District schools are dedicated to providing equal admission opportunities, equal educational opportunities, and equal employment opportunities to all regardless of race, color, national origin, sex, handicap, or any other basis of unlawful discrimination.

*Belt
ok*

JULY 2, 2024

PLEASE POST

JOB OPENING – PARAPROFESSIONAL – Contracted Position

_____ Job **Paraprofessional, CCE**

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***Possibility of being assigned to a special needs classroom and/or a self-contained unit**

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by 12:00 noon on or before July 10, 2024.**

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(Print Name) _____

(Comments) _____

(Signature) X _____

(Date) _____

Current Contact Number# _____

Present Building and Position _____

Or indicate if Substitute _____

Job Bid Status:

_____ Awarded Position

_____ Not Awarded Position

(Signature) _____

(Date) _____

(Comments) _____

GDAJB JOB DESCRIPTION-MULTI-HANDICAPPED STUDENT TEACHER'S AIDE

Reports to building principal and director of special programs:

1. The essential duties and responsibilities of this position include the following:
2. Work with multi-handicapped students under supervision of the MH teacher.
3. Supervise students as directed by the teacher.
4. Conduct individual or small group reinforcing exercises as directed by the teacher.
5. Assist students in classroom, lunch and recess activities.
6. Assist students in the development of life skills and appropriate social behaviors.
7. Monitor and manage student behavior as directed by the teacher.
8. Record keeping as necessary. Perform other duties related to the education and supervision of MH students.
9. Supervise and assist students at various school activities and functions.
10. Carry out other normal routine and extraordinary activities necessary for the educational development of MH students.
11. Ability to carry out policies and procedures of the Board of Education and the school principal.

Qualifications

1. Classroom experience with handicapped students necessary
2. Special training desirable (college, etc.)
3. Ability to work with staff and students necessary – must be validated.
4. Ability to communicate effectively with parents and other adults.
5. Sensitivity to handicapped students necessary.
6. Ability to manage student behavior effectively.
7. Knowledge of child psychology desirable.
9. Certified in first aid/CPR.
9. Training in child abuse and communicable disease necessary.
10. Training in instructional methodologies desirable.
11. Must be able to deal appropriately with students who exhibit emotional or behavioral problems, aggressive behavior, or physical problems.
12. State certification necessary.

In addition to Multi-Handicapped Student Teacher's Guide qualifications and job description, specific background as noted below are also required as determined from Individualized Education Plans for specific students:

1. Training or experience with children with autism.
2. Must be willing to update and continue training in various handicapping conditions (as needed by student population).
3. Trained or willing to be trained and perform deep pressure therapy on specified students.
4. Willing to work with students on self-help skills such as toileting, changing diapers, washing face and hands, and brushing teeth, etc.
5. Must be willing to assist in feeding skills and recreational activities (during recess).
6. Must be physically able to maintain control of very active students in classroom and entire school setting.
7. Must know or be willing to learn and use sign language within the classroom.
8. Willing to be trained to give medication or perform other health care services as needed by student population.

Policy GDAJB Addendum

In addition to Multi-Handicapped Student Teacher's Guide qualifications and job description, specific background as noted below are also required as determined from Individual Education Plans for specific students:

1. Training or experience with children with autism
2. Must be willing to update and continue training in various handicapping conditions (as needed by student population).
3. Trained or willing to be trained and perform deep pressure therapy on specified students.
4. Certified in CPR and first aid.
5. Willing to work with students on Self-Help skills such as toileting, changing diapers, washing face and hands, and brushing teeth, etc.
6. Must be willing to assist in feeding skills and recreational activities (during recess).
7. Must be physically able to maintain control of very active students in classroom and entire school setting.
8. Must know or be willing to learn and use sign language within the classroom.
9. Willing to be trained to give medication or perform other health care services as needed by student population.

Job Description Autism Classroom Aide Position

❖ **Current certification in CPI Training**

The CPI Training is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The focus of the CPI Training is on building healthy relationships between all the stakeholders in human service settings in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed in order to teach new behaviors to replace the behaviors that are labeled “challenging”.

❖ **Training in Crisis de-escalation strategies with students with autism.**

❖ **Knowledge of strategies to deal with students with Oppositional Defiant Disorder, Autism, Aspersers, Anxiety, ADD and ADHD.**

❖ **Course work or training in any areas of special education, psychology or child development.**

❖ **CPR Certification**

❖ **Assist in preparing reports and compiling statistical information about pupils and pupils' progress.**

❖ **Assist with classroom housekeeping duties.**

❖ **Handle routine interruptions for teachers.**

❖ **Assist pupils with art, music and physical education activities.**

❖ **Take children to the library, special classes, nurse, lavatory, general education classes, etc.**

❖ **Supervise playground activities, rest periods and independent work time.**

❖ **Training in rectal seizure medication and willing to administer.**

❖ **Work with emotionally, behaviorally, and /or academically challenged students on daily basis.**

❖ **Minimum 2-year previous experience with self-contained Emotionally Disturbed Students.**

❖ **Experience working with students with Autism preferred.**

GDAJD JOB DESCRIPTION-CLASSROOM AIDE SEVERE BEHAVIOR HANDICAPPED

The essential duties and responsibilities of this position include:

1. Is directly responsible to the classroom teacher and building principal.
2. To assist the classroom teacher in performing non-instructional activities.
3. Conduct individual or small group reinforcing activities as directed by teacher.
4. Assist during all school day functions as directed by teacher.
5. Monitor and manage student behavior as directed by teacher.
6. Record keeping duties as needed.
7. Assist students in the development of life skills, appropriate social skills, and academic achievement.
8. Work with emotionally, behaviorally, and/or academically challenged students on daily basis.

Qualifications

1. Instructional aide certificate.
2. Classroom experience with handicapped students preferred.
3. First Aid/CPR training necessary.
4. Able to deal appropriately with students who exhibit emotional and/or behavioral problems, aggressive behavior, or physical problems.
5. Training in child abuse and communicable diseases is necessary.
6. Ability to manage student behavior effectively is desirable.
7. Sensitivity to handicapped students is necessary.
8. Ability to communicate effectively with parents, staff, students, and other adults.

GDAJE – JOB DESCRIPTION – EDUCATIONAL AIDE

General Requirements and Responsibilities:

1. Must have a high school diploma or equivalent. The Board may waive this requirement at its discretion.
2. Must have Educational Aide Permit.
3. Bureau of Criminal Investigation Report.
4. Demonstrated competency in areas directly related to position.
5. Willingness to participate in District sponsored/approved pre-service and/or in-service.
6. Responsible to building principal.

Essential duties and responsibilities will be assigned by the principal or his/her designee and will include, but will not be limited to the following:

1. Assist teacher in individual or small group reinforcing activities under direction of teacher.
2. Assist teacher in classroom, hallways, cafeteria, and/or playground activities.
3. Assist in monitoring and managing student behavior.
4. Assist children with developmental needs or special needs.
5. Perform clerical duties as needed. Aides are not permitted to access student files.
6. Assist teacher in normal routine and extraordinary activities necessary for the educational development of students.
7. Follow policies, rules, and procedures of the Board of Education and the building principal.

Adopted: September 29, 1999

Revised: January 20, 2000

Re-adopted by revision: January 15, 2004

PRESCHOOL CLASSROOM AIDE

Reports to Building Principal and Director of Special Programs:

1. Works with preschool students under supervision of the preschool teacher.
2. Supervise students as directed by the teacher.
3. Conduct individual or small group reinforcing exercises as directed by the teacher.
4. Assist students in the classroom, snack, and recess activities. (May require carrying snacks to the classroom.)
5. Assist students in the development of life skills and appropriate social behaviors.
6. Monitor and manage student behavior as directed by the teacher.
7. Record keeping as necessary. Perform other duties related to the education and supervision of preschool students.
8. Supervise and assist students at various school activities and functions.
9. Carry out other normal routine and extraordinary activities necessary for the educational development of preschool student.
10. Ability to carry out policies and procedures of the Board of Education and the School Principal.
11. Diapering of students.

QUALIFICATIONS

1. Classroom experience with preschool youngsters preferred.
2. Ability to work with staff and students necessary – must be evidenced.
3. Ability to communicate effectively with parents and other adults.
4. Ability to manage student behavior effectively.
5. Knowledge of child psychology desirable.
6. First Aid/CPR training necessary.
7. Training in Child Abuse and Communicable Diseases necessary.
8. State certification necessary.
9. Enable mobility of physically challenged child/children and assist with restroom privileges and other classroom activities.
10. Step up to Quality professional development hours.