

Special Education Itinerant Behavior Paraeducator for Comprehensive Coordinated Early Intervention (CCEIS)

A completed application includes all application materials and three completed supervisory reference surveys. Internal candidates must submit a completed reference survey by a current supervisor. Materials and references must be submitted prior to announcement closing date.

DESCRIPTION

Working under the direction of the Executive Director of Special Education and CCEIS Facilitator, the Special Education Itinerant Behavior Paraeducator will work with staff to facilitate the implementation of Behavior Intervention Plans and student progress. Additionally, their work will focus on supporting the implementation of a systematic plan to reduce disproportionality in special education and assist DSE Instructional Facilitator and Facilitator with focused school support. This individual must be able to provide their own transportation to assigned schools. School assignment is dependent on student needs.

POSITION RESPONSIBILITIES

- Support all aspects of the Comprehensive Coordinated Early Intervention (CCEIS) plan
 - Support comprehensive record review and data monitoring procedures
 - Support efforts to select evidence-based instructional and behavioral interventions
 - Collaborate with CCEIS staff and other system personnel to implement training plans for IEP and Instructional Intervention Teams.
 - Provide job-embedded coaching for staff, fidelity checks and feedback to teams following professional learning sessions
- Provide instructional support and assistance to the Board Certified Behavior Analyst, Behavior Specialist and the school-based instructional team implementing the Behavior Intervention Plans and other behavioral support plans for students
- Support teachers and other members of the school-based instructional team in preparing instructional and behavioral support materials for students
- Provide data collection and clerical support to assist in tracking student progress and supporting Behavioral Intervention Plans and other behavioral support plans for students
- Assist school staff in implementing Behavior Intervention Plans and other behavioral support plans for students
- Assist with demonstrating behavioral interventions/strategies for the school-based team
- Attend Department of Special Education team/staff meetings and other appropriate meeting at schools

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

MINIMUM QUALIFICATIONS

Applicants must meet all of the qualifications listed below to be considered for the vacancy. Use the application, letter of introduction, and resume to specifically address each qualification.

Education and Certification:

- High School Diploma or equivalent.

Experience:

- At least (2) years of experience working with school aged students.

PREFERRED QUALIFICATIONS

- An Associate's or Bachelor's degree from an accredited college or university.
- At least (2) years of experience working in early childhood development and/or experience working with students with disabilities.
- Demonstrated ability in the implementation of instructional programs to support diverse student learners.
- Demonstrated ability assisting students with instruction in an active learning environment.
- Ability to understand and follow oral and written directions necessary for providing student support (e.g. directions for learning tasks, student goals and objectives, schedule of services, etc).
- Demonstrated ability to effectively work and communicate with diverse and multicultural populations in written and oral forms.
- Demonstrated ability exhibiting professional behavior, tact and good judgement with working with administrators, colleagues, central office and school-based staff, students, parents/guardians and the community.
- Demonstrated proficiency with technology to include web-based productivity and collaboration tools (e.g. Microsoft Office Suite, Google Suite etc.).

SALARY

This is a 10 month, Grade 8 position on the HCEA-ESP Secretaries and Assistants salary scale (<https://www.hcpss.org/f/employment/2022-esp-agreement.pdf>). Actual salary placement will be in accordance with the salary procedures of the Howard County Public School System. **Under the Fair Labor Standards Act, this position is not exempt from overtime.**

This is a grant-funded position. Continuation of this position beyond one year may be contingent upon continued grant funding.

APPLICATION INFORMATION

Dr. Michael J. Martirano, Superintendent

Please complete the online application in a timely manner. There will be a pre-screening of applicant credentials before inviting candidates in for an interview. **Only applicants who submit all of the requested information by the closing date of the vacancy will be considered for this position.** Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experiences and education which most closely match the position qualifications and the needs of the school system.

Please note that a completed application includes:

- A complete application form that includes a listing of employment locations with dates of employment and names of direct supervisors.
- All required supplemental materials (i.e.: resume, letter of introduction, transcripts, certificates, etc.).

For questions regarding this vacancy, please contact:

Natasha Mahasa
Recruitment Specialist Office of Human Resources
(410) 313-7342
Natasha_Mahasa@hcpss.org

Equal Opportunity Employer

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