

## **Special Education Paraeducator (Title I)- Specialized Programs**

*This position is posted to create a candidate pool.*

The Howard County Public School System (HCPSS) is one of the leading school systems in the state of Maryland and the nation. In alignment with our [\*Strategic Call to Action\*](#), our mission is to ensure academic success and social emotional well-being for our approximately 57,000 students in an inclusive and nurturing environment that closes opportunity gaps. To learn more about employment with HCPSS, please visit <https://www.hcpss.org/employment/>.

### **DESCRIPTION**

Under the supervision of the principal and/or assistant principal, and with instruction from a teacher, therapist or assigned staff, the Special Education Paraeducator, /Specialized Programs support and promote student learning and well-being. The Special Education Paraeducator/ Specialized Programs implements plans and programs related to academic, behavior, social and emotional needs of students with individual educational programs (IEPs). The position also performs a variety of instructional and classroom management support, as well as related clerical tasks to support teachers and other professional staff in the classroom and learning environments. Special Education Paraeducators - Specialized Programs may have increased physical demands and frequencies with running and/or standing for extended periods of time.

### **Specialized Programs**

Special Education Paraeducator – Specialized Program positions are found within the following programs at each level:

- Elementary School Level: All regional UL & PL, regional ALS, and regional ED programs
- Middle School Level: All regional ALS, regional ED, and local ALS programs
- High School Level: All regional ALS, regional ED, and local ALS programs
- RECC Level: All MINC and PALS Programs
- Cedar Lane
- Bridges Program

### **ESSENTIAL POSITION RESPONSIBILITIES**

- Works under the direction of a classroom teacher or service provider to provide instructional support for students individually and in small groups.
- Assists classroom teachers or service providers with implementing content-area instruction and lesson plans to reinforce learning in various subject areas and motor activities (e.g., reading, telling stories, spelling, games, art, writing, music, physical education, mathematics, social/communication, community, recreation/leisure, physical activities, etc.).
- Reviews and reinforces classroom lessons and learning experiences by monitoring and providing support to students engaged in independent work or similar activities in academic and non-academic classes.
- In collaboration with the classroom teacher or service provider, implements consistent reinforcement of appropriate student behaviors, proactive strategies to support social-emotional needs of all students, and implements behavior intervention plans (BIPs) to address target behaviors of individual students.

- Supports classroom/ behavior management strategies to help students remain engaged and attentive during activities.
- Provides specified prompts for student engagement and participation during large group activities.
- Informs classroom teacher or service provider to individual student learning needs and progress by data collection and documentation.
- Supports the implementation of Individual Education Programs (IEPs) by collecting data and documentation related to student IEP goals/objectives and academic needs.
- Provides information to assist the teacher in evaluation of the learning process, behavior management programs, individual student needs and progress.
- Assists classroom teacher or service provider in carrying out activities by preparing instructional materials (e.g., manipulatives, making copies, filing, etc.).
- Assists with the set up and operation of assistive technology to support student learning and communication (electronic communicators, switches, pointers, feeders, etc.).
- Attends meetings and professional learning sessions (e.g., first aid, CPR, emergency procedures, behavior management, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Assists students with routine personal hygiene care, including but not limited to, bathroom, clothing, toileting, and feeding to support the daily living activities of students.
- Assist students with mobility needs (e.g., equipment is properly used and secured, including wheelchairs, seat belts or other safety restraints).
- Maintains confidentiality as it relates to student information and records (e.g., IEPs, student files, health information, etc.).
- Monitors students during assigned periods within a variety of school environments (e.g., bus, playground, classroom, field trips, transportation, assemblies, etc.).
- May assist with lunch activities (e.g., collecting lunch money, feeding, etc.) for the purpose of helping students with routines and fostering independence as appropriate.
- Assists students with complex disabilities and needs who require extensive support feeding, toileting, health protocols, etc.
- Monitors/assists students between classrooms, during lunch period and recess, during playground activities, bus loading/unloading, and during restroom usage.
- Continues planned instructional activities during teacher's temporary absence from the classroom.
- Attends training opportunities provided by HCPSS.

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.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of child development, instructional strategies and practices, instructional goals, and policies specifically in special education and related services.
- Knowledge of the basic subjects taught in public schools, including reading/language arts, mathematics, etc.
- Ability to support the implementation of instructional programs that support diverse student learners.
- Ability to assist students with instruction in an active learning environment.
- Ability to follow oral and written directions necessary for providing student support (e.g., directions for learning tasks, student goals and objectives, schedule of services, etc.).
- Ability to exhibit professional behavior, tact, and good judgement in working with administrators, colleagues, central office and school-based staff, students, parents/guardians, and the community.

- Ability to utilize assistive technology and devices to support student needs.
- Ability to utilize web-based productivity and collaboration tools (e.g., Microsoft Office Suite, Google Suite etc.).

### **WORKING ENVIRONMENT**

- School buildings, classrooms, community, and/or outdoor setting under a variety of weather conditions.
- Exposure to high pitched/louder verbalization by students, bodily fluids, students with more challenging behaviors, etc.

### **MINIMUM QUALIFICATIONS**

**Applicants must meet all the qualifications listed below to be considered for the vacancy. Use the application to specifically address each qualification.**

#### **Education:**

High School Diploma/GED Equivalent and a Passing score on the ParaPro Assessment.

or

48 college credits from an accredited college or university **.(must scan and upload diploma or official transcript to the online application)**. Foreign credentials must be evaluated by an MSDE approved organization.

#### **Experience:**

One (1) years of experience working with students/individuals with disabilities.

### **PREFERRED QUALIFICATIONS**

- Associate's degree or higher from an accredited college or university.
- Two (2) years of experience working with students/individuals with disabilities.

### **SPECIAL REQUIREMENTS**

- May be required to assist with students exhibiting challenging behaviors including implementation of a continuum of positive behavioral supports.
- Must be able to accommodate a flexible schedule and change of location, as needed.
- Must require specific/specialized training to accommodate the special needs of students.
- May be required, after training on the administration of medication, and/or treatments including G-tube feedings or clean, intermittent/non-complex bladder catheterization.

### **PHYSICAL REQUIREMENTS**

- Must be able to frequently lift and/or carry 50-75 pounds with assistance to support the self-care plans of students such as toileting, feeding, personal hygiene, dressing, and other daily living activities.
- Physical ability to work around children including standing and sitting, in a chair and/or on the floor, for extended periods of time.

- Physical ability to complete bending, pushing/pulling, walking, running, kneeling, twisting, squatting, crouching, overhead and above shoulder reaching movements (e.g., push/move wheelchairs, walkers, wagons, etc.).
- Must be able to use hands and fingers to operate standard office equipment as well as student devices/equipment or classroom equipment.
- Must be able to actively monitor and respond to students who elope from the classroom, school building, or other emergency situations. Including the ability to move quickly towards students who may elope from an assigned area.

### **SALARY**

This is a 10-month per year position in the Howard County Educators Association, Educational Support Professionals (HCEA-ESP) employee unit. The current salary range for this position is Grade 6 on the Secretaries and Assistants salary scale (<https://www.hcpss.org/employment/agreements-and-salaries/>). An additional \$1.50 hourly supplemental pay will also be provided. Also, an additional \$0.25 hourly supplemental pay will be provided for working in a Title I school. Actual placement will be in accordance with the salary procedures of the Howard County Public School System and the HCEA-ESP Master Agreement which considers relevant prior experience. Under the Fair Labor Standards Act, this position is non-exempt from overtime.

### **APPLICATION REQUIREMENTS**

Complete applications must be submitted by the closing date. Information submitted after this date will not be added. Incomplete applications will not be accepted. Resumes will not be accepted in lieu of a completed application.

A complete online application and all application materials, including **two (2)** reference surveys, must be submitted to be considered. Internal candidates must have a minimum of one reference from a current supervisor from within HCPSS.

Please note that a completed application includes:

- A complete listing of employment locations with dates of employment and names of direct supervisors.
- All related experience
- All supplemental materials (e.g., high school diploma/transcript, college diploma/transcript, etc.) required to verify that you meet the minimum qualifications.

For questions regarding this vacancy, please contact: [recruitmentinquiries@hcpss.org](mailto:recruitmentinquiries@hcpss.org)

### ***Equal Opportunity Employer***

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy),

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Dr. Michael J. Martirano, Superintendent



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age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.