



Columbia County School District Job Description

Position Title: Special Education Paraprofessional – Autism Spectrum Disorder (ASD)		
Department: School	Evaluation Instrument: Performance will be evaluated annually by the school principal in accordance with Policy GBI – Evaluation of Personnel	
Pay Grade: General Services Salary Schedule, Grade D	Pay Type: Non-Exempt	Retirement: TRS
Contract Work Year: 180 Days Per Year, 8 Hours Per Day		
Reports to: School Principal		

MINIMUM QUALIFICATIONS

Must have completed two years of higher education study (60 semester hours or 90 quarter hours) OR must have obtained an Associate's or higher degree OR must possess at least a high school diploma or GED equivalent and have passed the state Georgia required Paraprofessional assessment that demonstrates knowledge of the ability to assist in instructing reading, writing, mathematics, behavior, readiness and adaptive skills.

Essential Knowledge/Skills:

- Knowledge of child development/understanding nature of children.
- Knowledge of and the ability to assist in instructing reading, writing, mathematics, behavior, and adaptive skills.
- Strong technology/assistive technology skills
- Good interpersonal skills, emotional maturity, and patience
- Clerical skills which include typing, duplicating, filing, data processing, and keyboarding.
- Knowledge of office and media equipment
- Ability to follow the lead and directions of the supervising teacher as related to the academic and behavioral support of students with disabilities, and complete duties with minimal supervision.
- Excellent oral and written communication skills
- Knowledge and ability to apply applied behavior strategies and data collection as well as Non-Violent Crisis Prevention Intervention strategies.

GOAL

Contribute to the successful achievement of the Columbia County School District mission and major system priorities by supporting the effective organization and operations of the school environment to optimize student learning, instructional programs and related activities.

REPRESENTATIVE DUTIES & RESPONSIBILITIES

Primary Function:

The school paraprofessional is a support staff position working under the supervision of the classroom general and/or special education teacher. This may include using assistive technology devices to modify assignments for the student and using augmentative communication devices to facilitate communication for a student who is non-verbal. The paraprofessional has some decision-making authority, as limited and regulated by board policy and state law. He/she will also maintain confidentiality of all student data.

Major Responsibilities and Duties:

Performed under the general supervision of the classroom and/or special education teacher and may include but not be limited to the following:

A. Instructional

- Plan and conduct small group or individual classroom activities to include one on one instruction, small group instruction and community-based instruction/community based vocational instruction based on Individualized Education Plan (IEP) goals/objectives.
- Assist with supervision of students.
- Implement the assigned student’s IEP and Behavior Intervention Plan, as designed.
- Assist with student assessment and collect data on student progress.

B. Management

- Collect and graph data related to IEP goals.
- Prepare materials for instruction sessions.
- Locate, operate and return needed equipment.
- Assist with classroom housekeeping.
- Assist in the ordering and inventory of classroom equipment and materials.
- May assist with school-wide supervision such as loading/unloading of buses.
- Assist the assigned student with self-help needs (feeding, toileting, dressing, etc) as necessary
- Other duties as assigned by the teacher and principal.

TRAINING

Required to participate in 100 hours of training necessary to renew a paraprofessional certificate as mandated by Rule 505-2-.19 of the Georgia Professional Standards Commission of the State of Georgia (O.C.G.A 20-2-215). Must successfully complete the Non-Violent Crisis Prevention intervention or equivalent course as required. Participate in the Applied Behavior Analysis training. Required to participate in training provided by the special services department, as directed.

PHYSICAL REQUIREMENTS

May require regular lifting, carrying or transferring of 100 lbs; continuous standing, running, squatting, twisting, pushing, pulling and sitting on the floor to complete activities. Must be able to hear, see, follow instructions, and complete tasks with minimal supervision. To be successful, must have emotional maturity and be patient with students.

IMPORTANT NOTES

ESSENTIAL DUTIES

Job descriptions are designed and intended only to summarize the essential duties, responsibilities, qualifications, and requirements for the purpose of clarifying the general nature and scope of a position’s role as part of the overall organization. Job descriptions do not list all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job. Every employee has a duty to perform all assigned tasks. (An employee who is assigned a duty or task believed to be unlawful should report the assignment to the Chief Human Resources Officer.) It should also be noted the order of duties/ responsibilities as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

MINIMUM REQUIREMENTS

In filling a vacant position, preferred or required credentials regarding education, training, experience, and other bona fide occupational qualifications may be established. The credentials shown in this job description may be interpreted only as the minimum criteria existing at the time the description was developed. Other bona fide occupational qualifications and criteria may be utilized as needed in the selection process.

Revised: October 2018