

## **ROCHELLE PARK SCHOOL DISTRICT**

**TITLE: SPECIAL EDUCATION ONE-ON-ONE AIDE**

### **QUALIFICATIONS:**

1. Teaching certification; holds an Associate degree, or at least 2 years of college (60 credits), or successful completion of Para Pro Praxis\*
2. Minimum experience as determined by the board
3. Demonstrated ability to assist with instructional activities and to communicate effectively with students, parents and school staff
4. Knowledge of diverse needs of children with disabilities and appropriate special education classroom practices
5. Required criminal history check and proof of U.S. citizenship or legal resident alien status
6. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment.

*\*In programs funded with federal Title I funds, or in district-wide Title I districts, all paraprofessionals (teaching assistants) hired after January 8, 2002 must complete at least two years of college, obtain an associate's degree or higher, or pass an evaluation to demonstrate the knowledge and ability to assist in teaching reading, writing, and math*

**REPORTS TO:** Certified classroom teacher, principal and school counseling services director

**JOB GOAL:** To assist the classroom teacher by working with an individual disabled student to provide them with physical help and emotional support as needed to gain optimum benefit from the district's special education program.

### **PERFORMANCE RESPONSIBILITIES:**

1. Assists in taking care of the physical needs of the special education pupil, including putting on and taking off outerwear, moving from room to room and using the lavatory/toileting. Assists students with physical handicapping conditions, such as assistive devices and/or prosthetics. Assistance may include lifting a student in and out of a wheelchair. Assists with wash-up and toilet routines including diapering when necessary.
2. Assists with individualized instruction of a student under the supervision of the special education teacher to reinforce material initially introduced by the teacher. Checks notebooks and supervises testing and make-up work as assigned by the teacher. Assists the teacher in implementing the pupil's goals as set by the IEP. Serves as a resource person, if and when requested, to the Child Study Team conferring about the student whom assigned. Assists regular education teachers and special education teachers in devising special learning strategies and/or behavioral modifications based on understanding of the individual student's needs, interests and abilities. Assists the teacher in implementing behavioral management systems. Services a s a chief source of information and help to any substitute teacher assigned in the absence of the regular teacher. Implements changes to the pupil's program only in consultation with the classroom teacher, child student team, related services staff or administration. Alerts the teacher/consultant to any problem or special information about an individual student.
3. Assists, where appropriate, in loading and unloading the special education pupil from transportation buses or vans.
4. Assists pupil with various projects, crafts, and curriculum tasks.
5. Helps with the supervision of children on field trips planned by the teacher.

6. Assists in playground supervision.
7. Assists the teacher in maintaining neat work and study areas.
8. Establishes as fully as possible a supportive and sympathetic relationship with the student without fostering intense emotional involvement.
9. Engages child in conversation to encourage language development.
10. Shadows and when appropriate aids physically disabled child, particularly for children who rely upon appliances and prosthetics.
11. Assists, under a teacher/consultant direction, in the collection and administration of behavior management systems.
12. Completes clerical duties as assigned by the special education classroom teacher. Assists in maintaining accurate and complete records to document a student's daily progress towards IEP goals and objectives
13. Maintains confidentiality of student records.
14. Performs other appropriate duties as assigned by the special education teacher or building principal directly related to a good learning experience for special education pupils.

**TERMS OF**

**EMPLOYMENT:** Salary and work year to be determined by the board of education.

**ANNUAL**

**EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

**LEGAL REFERENCES:**

<u>N.J.S.A.</u> 18A:6-7.1	Criminal history record; employee in regular contact with pupils, grounds for disqualification from employment
<u>N.J.S.A.</u> 18A:16-1	Officers and employees
<u>N.J.S.A.</u> 18A:16-2	Physical examinations; requirement
<u>N.J.A.C.</u> 6A:9-7	Paraprofessional approval
<u>N.J.A.C.</u> 6A:14-4.1(e)	General requirements
<u>N.J.A.C.</u> 6A:32-6	School employee physical examinations

Immigration Reform and Control Act of 1986, 8 U.S.C.A 1100 et seq.

No Child Left Behind Act of 2001, P.L. 107-110, Title I Part a, Section 1119

Qualifications for teachers and paraprofessionals, 20 U.S.C.A. 6301 et seq.

Title I Paraprofessionals Draft Non-Regulatory Guidance, November 15, 2002

In *Cedar Rapids Community School District v. Garrett F.*, 526 U.S. 66 (1999), the U. S. Supreme Court ruled 7-2 that a small school district could not refuse to provide a one-to-one nurse to a quadriplegic child because of cost. The majority, relying heavily on our decision in *Irving Independent School Dist. v. Tatro*, 468 U. S. 883 (1984), concluded that the Individuals with Disabilities Education Act (IDEA), 20 U. S. C. §1400 et seq., requires a public-school district to fund continuous, one-on-one nursing care for disabled children.

APPROVED DATE: March 30, 2021 REVISED: \_\_\_\_\_