

EPPING SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: RTI PARAPROFESSIONAL

GENERAL DESCRIPTION: The RTI (Response to Intervention) Paraprofessional provides supplemental instruction for students under the professional guidance and supervision of Special Education Teachers. RTI Paraprofessionals work with students individually or in small groups providing supplemental reading, writing, and/or mathematics instruction per the student's RTI and/or IEP plan. RTI Paraprofessionals may work with students in and out of the regular classroom.

QUALIFICATIONS:

1. NH Paraeducator II certification or eligibility for certification
2. Experience with children in a professional/school setting
3. Formal reading, writing, and/or mathematics training

KNOWLEDGE: Requires knowledge in the areas of reading, writing, mathematics, behavior management, life skills, and educational professionalism to assist student instruction as specified in the state professional educator certification. The RTI Paraprofessional supports the classroom environment by understanding the following.

1. Child developmental stages from birth to age 21
2. Various factors that might prohibit typical child development
3. Different learning styles
4. Family influence on childhood learning and development
5. Variety of teaching strategies
6. Necessity of sensitivity
7. Range of classroom and behavior management strategies
8. Variety of student learning assessments
9. Various approaches to instruction, and
10. Applicable laws, rules, regulations, and procedural safeguards.

SKILLS: Requires demonstration of strong collaborative skills to work as part of a response to intervention team to support student/classroom learning and activities, problem solving skills to support student success, people skills in a service-oriented educational environment, verbal and written communication skills, organizational skills to balance demands of a multi-tasking position, and technology skills in the areas of office software, student educational software, student database software, student assistive learning software, and office equipment operation.

ABILITIES: Requires excellent attention to detail and follow through to meet student and classroom responsibilities and significant confidential responsibilities due to student and staff issues. Requires the ability to maintain flexible schedule and the physical ability to safely assist students requiring instructional intervention in and out of the classroom.

CLASSIFICATION: This position is designated as a paraprofessional position subject to the Epping Paraprofessional Association NEA-NH and NEA. The collective bargaining agreement does not apply to newly hired personnel until they have completed a probationary period of ninety (90) calendar days from the date of hire or appointment.

REPORTS TO: Special Education Teacher/Special Services Building Coordinator, evaluation in accordance with this job description and Epping School Board policy

SUPERVISES: No staff supervision responsibilities

PERFORMANCE RESPONSIBILITIES:

READING, WRITING, AND/OR MATHEMATICS INSTRUCTION

1. Implement student RTI plans under the direction and guidance of teacher.
2. Use instructional strategies and techniques to provide instructional interventions to individuals and small groups in and/or out of the classroom.
3. Prepare and organize materials and instructional space to support RTI intervention.
4. Use strategies that promote students' independence for reading, writing, and/or mathematics.
5. Reinforce reading, writing, mathematical ideas and concepts, and other such skills presented by the classroom teacher.
6. Assist students in using reading, writing, and/or mathematics skills.
7. Assist in the review and evaluation of students' work.
8. Carry out assessment activities to collect and document objective information about the students' strengths and needs.
9. Assist teacher with developing, evaluating, and updating student RTI and/or IEP plans.
10. Assist with maintaining student records including using any technology employed by the district.

BEHAVIOR & LIFE MANAGEMENT

1. Use behavior and life management techniques to facilitate instructional interventions.
2. Prepare and organize materials and instructional space to support positive behavior and good life skills.
3. Use strategies that promote students' independence for behavior management and life management.
4. Use approaches such as, but not limited to, modifying the learning environment, implementing district or building behavior programs, and implementing individual behavior plans in order to manage individual students' behavior.
5. Use strategies that support students' appropriate social and life skills.
6. Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students' learning and/or life skills.

PROFESSIONALISM

1. Assist in maintaining a safe, healthy learning environment that includes following prescribed

- policy and procedures of the school and district.
2. Function in a manner that serves as a role model to students in one's choices and actions, demonstrates the ability to use effective problem solving and appropriate social interactions, engages in flexible thinking, employs appropriate conflict management techniques, and analyzes one's own personal strengths and preferences.
 3. Communicate, follow instructions, and use problem solving and other skills that will enable the individual to work as an effective member of the RTI and/or IEP team.
 4. Seek help from appropriate sources as necessary.
 5. Support the instructional, behavior, and life choices made for students.
 6. Participate in ongoing professional development, self-evaluation, and application of constructive feedback.
 7. Demonstrate professional ethics by maintaining confidentiality of information regarding students, staff, and families and respecting legal rights and responsibilities of school staff and students.
 8. Attend RTI, IEP, and/or other parent/staff meetings at the request of a teacher or administrator.
 9. Perform any additional duties, as requested by supervisor or other designated staff, which are consistent with the effective and orderly operation of the Epping School District and the goals and mission of the district.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee is required to supervise students requiring the employee to match walking speed that matches the student and may at times require the ability to run to safeguard students. The employee must occasionally lift, carry, move and/or restrain school-age students. Employee must occasionally move equipment and/or supplies. Employee is occasionally required to drive. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school setting.

TERMS OF EMPLOYMENT:

1. Work year subject to individual employment contract per collective bargaining agreement
2. Work day subject to individual employment contract per collective bargaining agreement
3. Clear criminal background check
4. Verification of health to perform job
5. Valid NH certification within ninety (90) calendar days of hire per collective bargaining agreement
6. Valid driver's license

7. Paraprofessional contract with salary and benefits as defined per collective bargaining agreement

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.