

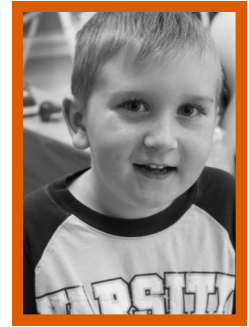


# Aide to Students with Disabilities

## Bethlehem Central School District

### GENERAL STATEMENT OF DUTIES

The person selected for this position will be responsible for assisting one or more student(s) with a disability in accordance with the Individualized Education Plan (IEP). This person will work under the supervision of administrative/supervisory staff including building principal, assistant principals, supervisors, and/or CSE chairpersons. This person may be assigned to a particular student with a disability (1:1 aide) or to a group of students with disabilities (access aide). This person will assist in the general supervision and management of young children, and may perform other duties as assigned. The person selected for this position shall be at least 18 years of age and meet the requirements outlined in this job description.



#### Responsibilities shall include, but not be limited to the following:

- ◆ Demonstrate good judgment and react calmly and in a professional manner to student behavior.
- ◆ Collect and record data about performance and behaviors of students, as requested.
- ◆ Provide safe interventions (preventative portion of TCI training).
- ◆ Treat students in a respectful, fair, and impartial manner.
- ◆ Communicate with teachers and related services staff regarding students' learning.
- ◆ Maintain confidentiality of all students at all times.
- ◆ Provide instructional accommodations/modifications for students, which are developed by teacher(s).
- ◆ Assist in the implementation of the daily program under the direction of the case manager and teacher.
- ◆ Demonstrate professionalism.
- ◆ Be willing to participate in ongoing staff development.
- ◆ Be punctual and have good attendance.
- ◆ Pass Therapeutic Crisis Intervention (TCI) training.
- ◆ Assist students in their progress towards independence.

#### Strategies to Increase Independence

1. Think first: "When MUST the student have help?"
  2. Then ask: "Are there times when the student could do some things without help?"
  3. Systematically fade support:
    - ◆ Give more space
    - ◆ Leave room for short periods of time and gradually increase time apart
- ◆ Provide reinforcement for students working independently
  - ◆ Work together to create activities and tasks that student can complete independently

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# Professional Conduct

- Take direction from the special education case manager, classroom teacher, and building administrator.
- Review your student's IEP with the case manager. Be sure you understand your responsibilities to implement your student's IEP.
- Communicate your questions and concerns regularly to case manager/service provider.
- Always be working. Even if your student is working independently, you may be helping other students, setting up for the next activity, reading your student's book, etc. You should never be a "spectator" in the classroom.
- Maintain confidentiality about all personal information and educational records concerning children and their families.
  - ◇ Never discuss information about students in a public place.
  - ◇ Never discuss information about one student with the parents of another.
  - ◇ Never discuss information about a student with other school personnel who are not considered part of that student's educational team providing services.
  - ◇ Never discuss information about a student with that student's sibling(s).
  - ◇ Do not leave information about students where people who are not part of the education team can see it.
  - ◇ When approached by parents, please refer the parent to the teacher. It is NOT your responsibility to speak with parents about their child's behavior or progress.
- Be respectful of students by being mindful of their personal space and maintaining a positive and constructive tone of voice when speaking to them.
- Maintain a positive attitude.
- Dress appropriately.
- Cell phones must be silenced at all times. Make and receive calls during lunch or breaks only.
- No texting or other personal electronic communications during your workday.
- Check your work e-mail daily.
- All paraprofessionals must go to related services with the student, unless otherwise decided. Carrying over skills outside of the therapy room is essential for progress.
- Our goal is to help children become independent. This means that they should become less dependent on you as the year progresses. You should have frequent conversations with the teacher and case manager on when and how to "fade" specific supports.

## Teacher/Case Manager Responsibilities

- Share student's IEP and review goals
  - "Model" the tasks to be done, including redirecting, refocusing and data collection
- Explain the student's disability and how it affects the student in the classroom and school setting
  - Describe and clarify program modifications and accommodations
- Guide/Model language to be used with the student during reading and writing
- Continuously check in and work on fading and fostering the student's independence