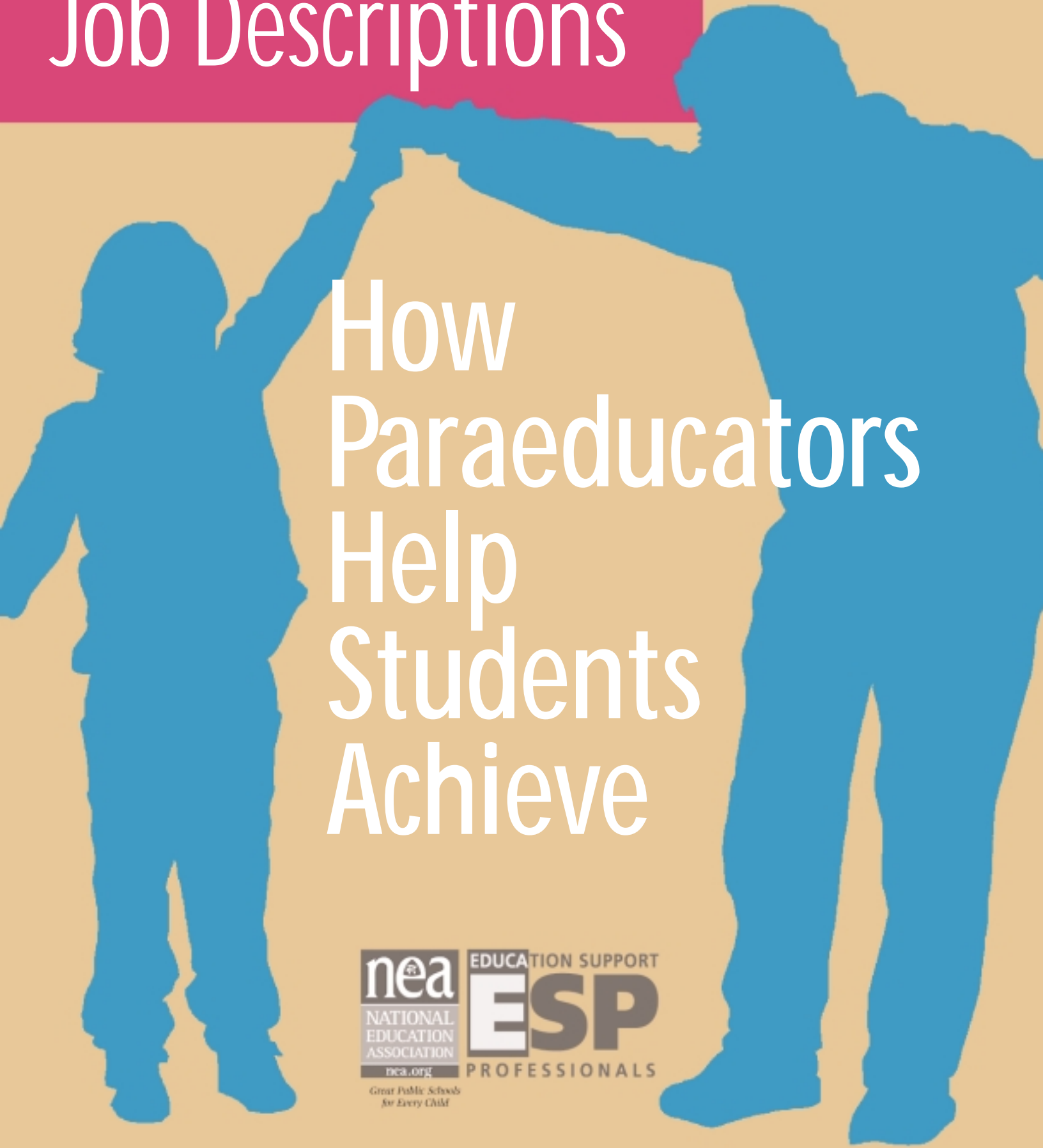


Results-Oriented Job Descriptions

The background features silhouettes of a child on the left and an adult on the right, both in a blue color. They are holding hands, with their arms raised to form a large, irregular shape that frames the central text. The background is a solid light tan color.

How Paraeducators Help Students Achieve



“The range and flexibility of paraeducator positions make it difficult for most folks to understand exactly where our role begins and ends.

We are the mortar that fits where it needs to fit to keep the whole structure together.”

Sandie Blankenship, Special Education Paraeducator,
North Kingstown, Rhode Island

The National Education Association is the nation's largest professional employee organization, representing 2.7 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.

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Writer: Paul J. McBride

Editing and Design: American Labor Education Center

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The mission of every public school district is to develop and implement goals that will create an education environment which enhances student achievement. This mission cannot be achieved without the contributions and accomplishments of paraeducators. As public schools come under greater pressure to meet standards and demonstrate higher student performance, teachers are being forced to focus more on curriculum and student test preparation. In response to this pressure, Education Support Professionals (ESP) paraeducators are assuming greater responsibility for supporting students in the classroom and the school environment.

These increased challenges have redefined paraeducators' jobs. These ESPs perform duties and tasks far beyond the narrow limits and definitions of their traditional job descriptions. In addition to assisting teachers, paraeducators are critical in many situations during the school day, such as mediating disputes, communicating between administration and parents or parents and school staff, and ensuring student safety.

When asked what is important to them in their daily work (apart from student achievement), paraeducators identify four objectives:

- Recognition of the vital role they play
- Respect for their professionalism
- Job security
- Equitable pay

One way to help achieve these outcomes is to develop job descriptions that are accurate and complete and that reflect the full range of ways paraeducators contribute to the





overall mission of the school district and the community.

A new approach—a results-oriented job description (ROJD)—can provide clear job expectations for the paraeducator and for his or her supervisor.

This manual outlines the process by which these new job descriptions can be written. The process benefits more than just the individual paraeducator; it also strengthens the local Association and creates new understanding in the community of the role paraeducators play in building quality public education.

“I keep hoping that someone will take a sanity break and realize that paraprofessionals are dedicated PROFESSIONALS, a well-trained group of people who do a fantastic job for our kids every day. What we need are more resources, better in-service training (aimed at paras, not teacher-tag-alongs), much more professional development, much higher salaries, and more respect!”

Who Are Paraeducators?

Paraeducators wear many hats. They are:

- Instructional and Noninstructional Assistants
- Teachers Aides and Program Aides
- Library Aides, Technicians, and Assistants
- Preschool Care Givers
- Building, Bus, and Playground Monitors
- Crossing Guards
- Nonmanagerial Supervisors



Paraeducators in the schools

More than 700,000 paraeducators work in the nation's public schools. As the largest of NEA's nine ESP job groups, they make up 46 percent of the K-12 ESP membership and a third of the U.S. K-12 ESP workforce.

Sixty-three percent of paraeducators work directly with pre-kindergarten or elementary level students. Close to three-quarters work with special education students. Approximately 18 percent work in bilingual programs and about 38 percent in programs directly supported by Title I federal funds. Eighty-one percent work full time, and 63 percent are paid on an hourly basis. Their average annual salary is less than \$16,000.

Many paraeducators are actively involved in professional development or higher education. Thirty-eight percent plan to earn an advanced degree within the next four years. Twelve percent are currently attending school or college, and 85 percent have attended professional development training in the past two years.

Paraeducators in the community

Roughly 75 percent of paraeducators live in the communities where they work. They are active community members, participating in religious organizations, clubs, the PTA, band or sports booster groups, and community safety organizations like volunteer fire departments. Eighty-five percent volunteer on a regular basis; 65 percent volunteer to work directly with children. Many paraeducators voluntarily assume the responsibility of strengthening contact with parents. They often speak the language of the students and can serve as a liaison between the school and non-English speaking parents.



What Is A Job Description?

A job description is a formalized statement of the qualifications and duties of a job. Job descriptions clarify who is responsible for certain tasks and help the employee understand the specific responsibilities of the position. They may include information on working conditions, equipment used, knowledge and skills needed to do the job, and relationships with other positions and employees.

Currently, job descriptions for many paraeducators, if they exist at all, are inaccurate and written without employee involvement. They are often nothing more than a “posting notice” for hiring, or a document used by supervisors as part of disciplinary procedures.

Of those paraeducators who have a job description, 54 percent believe that it does not accurately describe the *amount* of work they do, and 27 percent think it does not accurately describe *what* they do. Forty-three percent of paraeducators have no say about their job descriptions, and one quarter have no job description at all!

What Is A Results-Oriented Job Description (ROJD)?

A results-oriented job description (ROJD) does more than describe what a paraeducator *does* (the tasks). It also describes what the paraeducator *accomplishes* (the results). Administrations, supervisors, employees, parents, and the entire community can recognize success when it’s defined in terms of potential outcomes. The ROJD identifies for employees and supervisors how the duties or tasks required of a job improve student achievement. It builds the connection between the paraeducator’s work and the mission of the school. And by focusing a job description on the results of the work, the community can understand and appreciate what the

paraeducator does. By using results-oriented job descriptions to describe the accomplishments of paraeducator, the Association can highlight the importance of the paraeducators' role in enhancing student achievement and advocate for accurate and meaningful job evaluations, a fair wage and salary structure, and relevant professional development for employees.

Traditional Job Descriptions and Results-Oriented Job Descriptions: What's the Difference?

Traditional job descriptions written by supervisors and administrators are usually oriented towards “behaving well on the job,” emphasizing only those competencies and qualifications necessary to “do the job.” Supervisors and administrators rarely do the kind of careful analysis necessary to write an accurate, relevant, and up-to-date job description. They must be made aware of changes in the work, the reality of the work, and the evolution of that job.

A traditional job description states **tasks** to be done such as, “provide a secure environment for students and staff.” Any campus monitor can attest that there's much more to that “task” than meets the eye. It involves maintaining order in the hallways, assisting staff and law enforcement officers, identifying physical hazards that endanger students and staff, and many other actions. A job description that calls for a campus monitor to merely “provide a secure environment” is incomplete.

A results-oriented job description, on the other hand, is comprehensive and all-inclusive. It accurately reflects who paraeducators really are and what they really do. The ROJD...

■ places the focus on what is really important, **the result**.

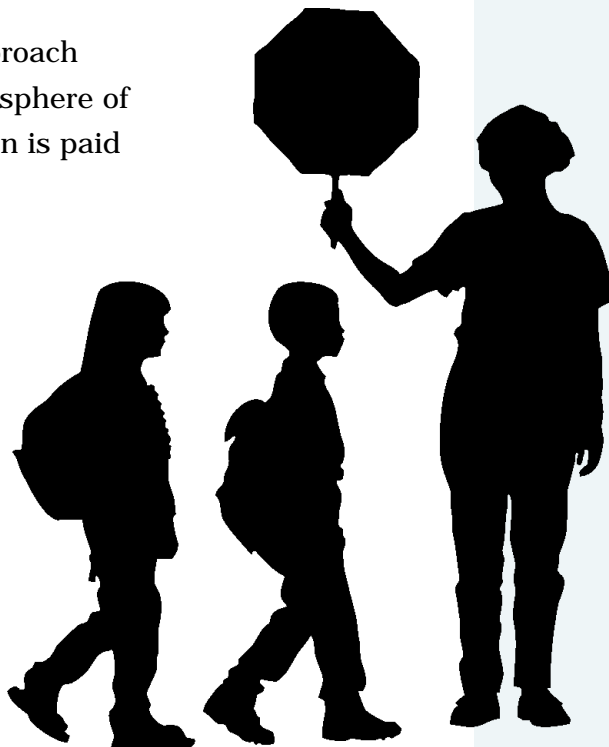
- is positive, active, and provides for career growth.
- is free of employee discipline and behavior references.
- builds the bridge between job descriptions and job evaluations.
- defines the evolution of job performance.
- provides the vehicle for meaningful and appropriate professional development.
- is a key way for the member, the local, the administration and the community to focus on and succeed at “enhancing student achievement.”

Why Should the Local Association Advocate for Results-Oriented Job Descriptions?

The Results-Oriented Job Description approach strengthens the local by creating an atmosphere of advocacy for the members. When attention is paid to how jobs are defined and how employees are evaluated, the local can be more inclusive and the members can be more successful in their jobs.

The ROJD process...

- is positive and proactive.
- benefits every member.
- enhances job security.
- shows members the Association is working for them.



Membership Development Program

An ROJD Action Plan for the local is separate from negotiations and maintenance. It requires planning and long-range activity. The local association's ROJD Committee conducts one-on-one interviews with every paraeducator in the district. The local develops, implements, communicates, and drives the program for the membership.

Anti-Privatization Action Plan

When employees become identified and personalized and the daily work they do is recognized, it is difficult for the board to marginalize or trivialize them, or privatize their jobs. Job security is greatly enhanced through contact, recognition, and definition of each and every person who works in the school district.



Negotiations Support Program

A local association that has accurate information about every job in the unit is in a stronger position when it comes to bargaining new contract provisions for ESP.

BENEFITS OF RESULTS-ORIENTED JOB DESCRIPTIONS

For Members

- Create a strong professional identity
- Provide for improved communication between employees and supervisors
- Encourage the formation of appropriate professional development programs
- Increase job security

For Local Associations

- Provide an opportunity to create and enhance dialogue with the administration, the school board, and the community about the need for clear job responsibilities for paraeducators
- Produce concrete evidence of the value of paraeducators' work when Associations advocate for improved salary, benefits, and working conditions
- Help teachers and other ESP better understand the critical role paraeducators play in educating students

For the Community

- Create understanding throughout the system and the broader community about the value of the work accomplished by paraeducators
- Enhance the work identity and professionalism of paraeducators
- Stimulate discussion about the critical role paraeducators have in improving student achievement

THE ROJD PROCESS

A results-oriented job description is built in several **steps**. The sequence of these steps is critical to the success of the process. The steps are illustrated below. **Step 1 is the foundation and the subsequent steps build to the result.**

Locate and Label Positions

Locate and label all jobs being done that have existing designated titles. These titles may exist in a variety of locations—for example, the board policy book, the personnel office, interdepartmental files, and, in a bargaining local, in the recognition article of a negotiated contract. In some locals, even very sophisticated ones, some jobs may exist that have no title at all. Recognizing each and every job—and listing it—is very important.

STEP #1 LIST THE TASKS

Once all jobs have been listed, then the first step is to develop a **Tasks List** for each of them. In a traditional job description, qualifications and tasks are often described together. That is often the extent of the employee's job description because that is all the school district understands or recognizes about the job.

The task list should include all work, activities, and services performed. Add services and additional work that are not contained in the current job description.

For example, a task list for an instructional assistant might include:

- Arrange chairs and other classroom furniture
- Ready classroom supplies, e.g., cutting, laminating, copying
- Set up classroom for special activities
- Refill soap and towel dispensers
- Decorate bulletin boards
- Change children’s artwork
- Decorate rooms according to season or upcoming holidays

NOTE: The qualifications necessary to be hired for a specific job should always be listed separately.

STEP #2 DEFINE ESSENTIAL RESPONSIBILITIES

When Step #1—the tasks list and a separate qualifications list—is complete for each and every paraeducator job within the district, then Step #2 can begin.

An Essential Responsibility is the **result** to be accomplished by the tasks performed.

“Essential Responsibility” is a heading that describes an area of work that usually requires several individual tasks to complete. Once various headings are developed that describe required results, the tasks can be sorted logically under the appropriate essential responsibility. A particular job may have many or few essential responsibilities.

The second step *shifts the focus of the work to the result desired*. The ROJD states clearly what the tasks of a specific job are, and then places the focus of the job description on the **result to**

be accomplished—why the work is being done. When we change the focus of the job description, move from the **passive** to the **active**, which clarifies and elevates the job function.

For example, an **Essential Responsibility for an Instructional Assistant** may be:

SET UP CLASSROOM FOR DAILY ACTIVITIES

Now take the task list and **change all the passive verbs** (arrange, ready, set up, refill, decorate, etc.) **to active verbs** by adding the active ending, “ING.” The verbs then become arranging, readying, setting up, refilling, decorating, etc.

Changing verbs from passive to active shows that the essential responsibility involves much more work and results in more accomplishment for the students and staff of a school than was previously recognized.

An instructional assistant doesn’t just set up a classroom. He/she is responsible for:

- Arranging chairs and other classroom furniture
- Readying classroom supplies, e.g., cutting, laminating, copying
- Setting up classroom for special activities
- Refilling soap and towel dispensers
- Decorating bulletin boards
- Changing children’s artwork
- Decorating rooms according to season or upcoming holidays

The Writing Method for a ROJD

Describing jobs with the focus on results is not just an empty exercise that increases workload. It's an important tool in the paraeducators' quest for recognition. When the **results of work** are clearly written and defined, everyone in the process comes to know why the work is being done and finally recognizes and defines *ALL the work that DOES get done*.

The method of writing the Essential Responsibility involves the use of the connector word, **BY**.

1. List the ESSENTIAL RESPONSIBILITY.
2. Add the connector word—**BY**.
3. And then list the TASKS, using the active ending -ING.

EXAMPLE (INSTRUCTIONAL ASSISTANT):

1. ESSENTIAL RESPONSIBILITY

SET UP CLASSROOM FOR DAILY ACTIVITIES

2. **BY**

3. TASKS:

- Arranging chairs and other classroom furniture
- Ready**ing** classroom supplies, e.g., cutting, laminating, copying
- Setting up classroom for special activities
- Refilling soap and towel dispensers
- Decorating bulletin boards
- Changing children's artwork
- Decorating rooms according to season or upcoming holidays

STEP #2 IN A NUTSHELL

1. Using the completed **task list**, determine what the broader **essential responsibilities** would be and then list them.
2. Add the active ending “ING” to the passive verbs in the task list.
3. Attach appropriate **tasks** to **essential responsibilities**.
4. Use the connector word “BY” to actually connect the **tasks** to the **essential responsibilities**, clearly labeling the **results** accomplished.
5. The focus of the job description has now changed from the PASSIVE—**tasks performed**—to the ACTIVE—**results accomplished**.

To distinguish between the TASKS to be performed and the RESULT ACCOMPLISHED, answer these questions:

- “Why are we doing this job?” (THE RESULT.)
- “What must actually be done to produce the desired result?” (THE TASKS.)

Writing a results-oriented job description using the prescribed method almost guarantees a shift of focus and enhancement of purpose for every job described. When you actually write the ROJD, print the results to be accomplished in **boldface letters** to emphasize the statement.

The employee, the supervisor, and the community can now recognize the connection between the work being performed daily and the employee’s specific contribution to the mission of the school community, that is, enhanced student achievement.

STEP #3

IDENTIFY THE JOB PURPOSE: Enhancing Student Achievement

The job purpose is the goal of the entire school district. The purpose of the work done by all paraeducators is “enhancing student achievement,” which is the same purpose for all education employees in a public school district. Each paraeducator enhances student achievement by a combination of essential responsibilities, which can be defined by one broad, all encompassing phrase, such as “assisting the classroom teacher with student instruction,” in the case of the instructional assistant.

STEP #4

ENTER THE JOB TITLE

Job titles are usually already established, and are easily accessible from many sources, such as the board policy book, inter-departmental files, any existing negotiated contract, or in the personnel office. It should be noted, however, that it is always important to reference member employee lists in the event that an ESP person is working in a job that in fact is not titled.

STEP #5

ENTER THE JOB CATEGORY: Paraeducator

When Step #5 is written, the Results-Oriented Job Description is complete.

Sample Results-Oriented Job Descriptions for Paraeducators

In the Lakota School District, West Chester, Ohio, a committee writing and implementing Results-Oriented Job Descriptions recognized and defined a list of 602 different tasks and skills for Instructional Paraeducators. In doing so, they created what they considered to be a meaningful and accurate description of the work an Instructional Assistant actually does.

It is the first of the following four sample Results-Oriented Job Descriptions. Each sample shows what a paraeducator ROJD might look like. They demonstrate the ROJD writing method and the difference between an ROJD and a traditional job description.

Sample ROJD: Instructional Assistant

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: INSTRUCTIONAL ASSISTANT

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

ASSISTING THE CLASSROOM TEACHER WITH
STUDENT INSTRUCTION

ESSENTIAL JOB RESPONSIBILITIES:

COMPLETE CLASSROOM SETUP AND TAKE-DOWN

BY

- Creating bulletin boards, placemats, birthday signs, name tags, and teaching charts
- Creating sentence strips and artwork
- Designing room layout (placement of tables, etc.)
- Disinfecting equipment periodically
- Cleaning equipment for summer storage
- Preparing the room for next day, including vacuuming, washing toys, setting up playground equipment, periodically cleaning refrigerator, watering plants

COMPLETE ROOM SETUP FOR DAILY ACTIVITIES

BY

- Arranging chairs and other classroom furniture
- Readyng classroom supplies, i.e. cutting, laminating, copying

- Setting up classroom for special activities including:
 - Carpet circles and chairs
 - Snacks and juice
 - Paints, glue, paper, etc.
 - Tabletime items, small group items, name tags, calendar
 - Sensory table, puzzles, books, games, mortar boxes, easel and paints, etc.
- Refilling soap and towel dispensers
- Decorating bulletin boards
- Changing children's artwork
- Decorating rooms according to season or upcoming holiday

ASSIST WITH THE ARRIVAL AND DEPARTURE OF CHILDREN

BY

- Monitoring and directing student traffic
- Greeting students at buses or cars
- Assisting with special needs equipment, including walkers, wheelchairs, pony, stander, etc.
- Helping children enter and exit school bus
- Escorting children into proper classroom
- Helping children remove and hang up coats, backpacks, etc.
- Instructing children on how to button, zip, put on and remove coats, hats, gloves, etc.

MAINTAIN POSITIVE COMMUNICATION BETWEEN PARENTS AND SCHOOL

BY

- Communicating with parents
- Identifying child's interests in order to use with instruction and to maintain contact

- Checking book bags for notes or any parent-to-school communication
- Checking for returned library books, special information, tuition, etc.
- Placing school announcements, notices, completed projects, etc., into children's backpacks
- Checking e-mail and voice mail for messages from parents
- Delivering notes to school office
- Preparing and distributing newsletter to parents and other teachers
- Taking attendance and assisting child in delivering roster to office
- Becoming familiar with simple sign language
- Attending family fun days or special evening events
- Participating in all school-wide activities, meetings, conferences, etc.
- Waiting with children for parent pick-up

ASSIST WITH THE INSTRUCTION OF PERSONAL HYGIENE

BY

- Maintaining the standards of personal hygiene
- Helping with toileting and toilet training
- Reminding children to wash hands
- Diapering using OSHA-approved methods
- Washing children's faces and wiping noses
- Changing soiled clothes when necessary

PROVIDE APPROPRIATE FOOD PLANNING

BY

- Planning the weekly meal schedule
- Providing the grocery shopping as necessary
- Preparing food for the next day (sometimes the night before)
- Wiping and cleaning the tables before and after snack
- Putting out placemats
- Serving the daily snack
- Instructing and encouraging positive table manners
- Helping children properly feed themselves
- Performing post-snack cleanup, washing dishes, bleaching tables, washing placemats, etc.

MONITOR AND PROVIDE POSITIVE DISCIPLINE AS NECESSARY

BY

- Supervising all playground activity
- Providing discipline for any behavioral issues firmly but positively
- Being available to assist teacher with any discipline problems

PROVIDE ASSISTANCE WITH ALL INSTRUCTIONAL ACTIVITIES, GAMES, ETC.

BY

- Assisting with circle time (weather, story, calendar, songs)
- Assisting children with cutting, gluing, painting, etc.
- Reading stories to children
- Providing small group one-on-one instruction with cooking, games, arts, crafts, puzzles, etc.
- Conducting alphabet and numbers lessons
- Assisting with writing skills exercises

- Helping with written name recognition
- Providing instruction in use of computers
- Assisting children with musical instruments
- Assisting children with one-on-one interaction and modeling
- Encouraging speech and language concepts
- Performing whatever tasks the teacher requires

ASSISTING WITH SPECIAL NEEDS CHILDREN

BY

- Meeting and greeting special needs children at buses or transportation areas
- Preparing special needs classrooms
- Assisting with eating and nutritional needs throughout the day
- Assisting special needs students at locker areas
- Lifting and securing children safely as necessary
- Assisting children with mobility in the classroom and from area to area as needed
- Modifying activities appropriately for special needs children
- Taking individual children to special classes
- Assisting with speech and other social tasks
- Assisting special needs children in all self-help activities as determined by teacher supervisor
- Gathering parent contact information
- Instructing students in transitional skills—playtime to nap time, one subject area to another, including material preparation
- Monitoring students in designated areas where necessary
- Monitoring students in special classrooms
- Removing students for behavioral disturbances
- Removing a student for emotional reasons

- Sorting parent communication regarding individual student needs
- Distributing parent-teacher communication
- Grading papers and tests
- Assisting special needs students with correction of work
- Making copies of material throughout the day
- Keeping informational charts pertaining to student behavior and academic progress
- Recording daily, weekly, monthly, quarterly, and yearly student information
- Having the ability to use and maintain necessary special needs equipment and supplies as directed
- Assisting with field trip activities
- Assisting with cooking activities
- Assisting with assemblies and other special functions
- Assisting with Back-to-School Night
- Assisting with PTA presentations
- Training tutors and parent volunteers

MONITOR AND PROVIDE DOCUMENTATION OF A CHILD'S PERFORMANCE

BY

- Recording performance comments as directed
- Filing necessary documents and notes
- Completing all paperwork, timesheets, schedules, etc.
- Filing proof of special training, in-service hours, etc., with office for state inspector
- Maintaining strict confidentiality at all times

MONITOR AND ASSIST WITH STUDENT BEHAVIOR MANAGEMENT

BY

- Assisting in identification of student-related behavior problems
- Implementing behavior modifications as directed by classroom teacher
- Implementing behavior modification plans as directed
- Implementing and directing building safety and discipline procedures
- Maintaining student record confidentiality
- Communicating behavior classifications to administrators and parents as directed
- Communicating with other staff as directly appropriate regarding behavior issues
- Serving as liaisons between the program specialists and the classroom teacher

PROVIDE STUDENT SUPERVISION IN NONACADEMIC AREAS

BY

- Supervising activities on the playground at lunch and at recess
- Supervising students in the lunchroom as directed by principal
- Supervising students during bus arrivals and departures
- Supervising students on the bus as directed by the driver
- Escorting students to designated areas throughout the school for activities as directed by supervisor or teacher
- Accompanying students during fire drills and practice for emergency shutdowns

Sample ROJD: Campus Monitor

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: CAMPUS MONITOR

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

MAINTAINING A SAFE ENVIRONMENT FOR
STUDENTS AND STAFF

ESSENTIAL JOB RESPONSIBILITIES:

MAINTAIN A HIGH DEGREE OF VISIBILITY IN ASSIGNED AREAS

BY

- “Roaming” assigned areas when students occupy them
- Being in all areas where students pass or congregate
- Functioning in assigned areas in a way that does not create “patterning” for students or possible intruders in order to deter familiarity with their movements
- Demonstrating complete engagement in assigned area activity

ESCORT STUDENTS AND/OR VISITORS, OR OTHER STAFF WHEN ASSIGNED

BY

- Transporting students to assigned locations for disciplinary action
- Transporting students to assigned locations during student passing periods when assigned

- Transporting students to and from administrator offices when requested
- Escorting visitors within the school building when necessary
- Escorting visitors outside the school building when necessary
- Escorting parents to and from locations when assigned by administrators

**MONITOR AND REPORT ANY UNUSUAL OR STRANGE
BEHAVIOR OR EVENTS TO THE SECURITY TEAM AND/OR
SUPERVISORS**

BY

- Interviewing any student who is not in a classroom or assigned area
- Ascertaining why a student is not in an assigned area
- Questioning any strangers in the school building or on campus
- Acting as the “eyes and ears” of the security team through constant observation
- Being the “eyes and ears” of the security team by interviewing any individuals not in assigned areas
- Reporting any information resulting from those interviews to the security team
- Maintaining a constant accurate flow of that information to the security team
- Reporting information in a timely manner
- Creating an unbroken flow of information to the security team in order to allow for maximum response
- Providing “eyewitness” information to the security team for immediate use when necessary
- Providing “eyewitness” information for future security use

MAINTAIN A HIGH DEGREE OF COURTESY AND RESPECT FOR STUDENTS, STAFF, AND PUBLIC

BY

- Interacting in a professional and controlled manner at all times
- Maintaining a personal code of respect for everyone in every encounter
- Remaining as neutral as possible in a dispute
- Being a role model of professionalism for all students
- Reporting all incidents to supervisors so that a record of what transpired is available
- Dressing in an appropriate uniform as required by the school district
- Wearing all identification that is required by the administration at all times

PROVIDE EMERGENCY, FIRE DRILL AND/OR EVACUATION PROCEDURES WHEN NECESSARY

BY

- Training constantly in current and new procedures
- Maintaining a high level of expertise in existing emergency procedures
- Assisting injured or violated students or other persons in the school building
- Providing timely and appropriate emergency assistance toward injured or violated persons on the school campus
- Determining appropriate action toward destroyed or violated property on the school campus in a timely manner
- Reporting violated or destroyed property on the school campus in a timely way
- Escorting and directing students during fire drill and other emergency procedure practices

- Assisting any other individuals during emergency procedures
- Informing security teams or other responsible superiors when emergency procedures are necessary

PROVIDE A SECURE ENVIRONMENT FOR STUDENTS AND STAFF

BY

- Encouraging students to maintain order at all times
- Encouraging students to cooperate with staff at all times
- Assisting other staff when needed and appropriate in crowd control activities
- Assisting law enforcement officers on the campus when necessary
- Appearing when called by supervisors or administration regarding criminal activities on the school campus
- Assisting law enforcement officers in identifying student-related criminal activity
- Identifying physical impairments around the school building or campus that would impede safety or security

ASSIST OTHER STAFF IN MONITORING STUDENT BEHAVIOR DURING AFTER-SCHOOL ACTIVITIES

BY

- Monitoring special needs buses
- Assisting with special needs student activities
- Informing cafeteria staff of late buses
- Observing classrooms
- Monitoring after-school areas during activities
- Escorting students to after-school activities when necessary
- Removing students from after-school activities when an infraction has occurred

- Escorting persons who have been violated during after-school activities
- Notifying emergency personnel or police during an after-school activity when necessary
- Notifying the security team of violations or emergencies during after-school activities

**ENFORCE AND OBSERVE ALL SCHOOL DISTRICT POLICIES
AND STATE STATUTES AT ALL TIMES**

BY

- Maintaining a professional demeanor in all situations
- Training in all current and lawful enforcement procedures
- Continuing education in order to remain current and lawful
- Managing disruptive student behavior in a professional manner at all times
- Reporting all incidents in a timely manner
- Reporting all incidents to supervisors for further action or law enforcement activity
- Writing all required reports, memos, or necessary communications
- Using all communication devices in a professional and timely manner
- Being aware of all confidentiality issues for students, staff, or parents
- Operating all security equipment in an appropriate way
- Using security equipment only when permitted by law
- Maintaining any surveillance equipment in a lawful way
- Maintaining any security information in a lawful way
- Maintaining strict confidentiality regarding all school matters

Sample ROJD: Health Services Clerical Assistant

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: HEALTH SERVICES CLERICAL ASSISTANT

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

ASSISTING THE NURSE OR HEALTH
PROFESSIONAL IN EFFICIENT OPERATION
OF THE SCHOOL HEALTH SERVICES OFFICE

ESSENTIAL JOB RESPONSIBILITIES:

**ANSWER THE TELEPHONE AND FUNCTION AS A
RECEPTIONIST IN THE HEALTH SERVICES OFFICE**

BY

- Using a professional and pleasant manner
- Greeting all individuals as they enter the Health Services Office
- Identifying all individuals when they enter the Health Services Office
- Ascertaining the business of any individual entering the Health Services Office
- Determining the urgency of any individual entering the Office
- Providing appropriate information to those who call the Office
- Inquiring about what is needed when answering the telephone
- Interacting with professionalism when communicating with parents who call the Health Services Office

- Providing professional and appropriate student information to other staff when it is required
- Understanding what is confidential information that cannot be released to anyone without the approval of the managing health services professional or the proper authority
- Understanding what is not confidential and can be released to anyone inquiring with no need for approval from the managing health services professional
- Communicating the professional operation of the Health Services Office to any individual inquiry
- Knowing the identity of all health-related agencies interacting with the Health Services Office
- Knowing what information is available from other health-related agencies
- Providing appropriate and accurate information to any inquiries by phone
- Understanding the legal difference between information that may be released by phone and information that may not be released by phone

PROPERLY MAINTAIN ALL STUDENT HEALTH RECORDS

BY

- Maintaining all student health-related records that are necessary as determined by the managing health professional
- Recording all health-related information from student health visits
- Maintaining all health-related testing, medications, health timetables, required health checks, and student emergency health visits to the Health Services Office
- Maintaining all home health background information for all students

- Maintaining all in-school health-related activities
- Recording appropriately all student health-related accidents
- Recording and maintaining all student health-related emergencies and accidents involving school sport activities
- Implementing all new health record requirements or new laws and regulations
- Understanding and maintaining necessary confidentiality regarding student health records and information

ASSIST THE HEALTH PROFESSIONAL WITH THE SUPERVISION OF STUDENTS IN THE HEALTH OFFICE

BY

- Chaperoning students who are released to the Health Services Office
- Monitoring student behavior during Health Services Office visits
- Addressing the student's needs according to the individualized behavior plan determined by the health professional
- Monitoring student's emotional level, including calming students, drying tears, etc., according to direction from the health professional
- Helping students feel safe during visits to the Health Services Office
- Monitoring student medication times according to the direction of the health professional
- Dispensing medications to students when instructed by the health professional
- Monitoring the student after medications have been dispensed, according to the direction of the health professional
- Arranging for transportation, emergency services, regular doctor visits, or any student movement from the school for health-related issues, as directed by the health professional

- Notifying all appropriate parents, guardians, siblings, custodial officers, or family members regarding a health issue for a student, as directed by the health professional
- Assisting students with medical equipment within the Health Services Office, as directed by the health professional
- Recording all health-related activities in the proper format for the Health Services Office records
- Assisting students with self care, personal hygiene and appearance issues, as directed by the health professional
- Maintaining all necessary confidentiality of health-related information, as directed and mandated by law
- Understanding all legal restrictions for any release of Health Services Office information to individuals requesting records
- Understanding what can be released to any individuals requesting information regarding student Health Services Office records

MAKE ALL APPROPRIATE ARRANGEMENTS FOR THE TRANSPORTATION OF SICK OR VIOLATED STUDENTS AND MAKE ALL APPROPRIATE NOTIFICATIONS AS REQUIRED BY LAW AND THE HEALTH PROFESSIONAL IN CHARGE

BY

- Arranging all health-related student transportation
- Monitoring all health-related student transportation
- Assisting students when health-related transportation is necessary
- Notifying all emergency agencies when health-related transportation is needed
- Recording all health-related transportation of students to and from the Health Office or school facility, as directed by the health professional
- Notifying all appropriate parental or custodial guardians when health-related transportation is necessary

Sample ROJD: Special Needs Classroom Assistant

JOB CATEGORY: PARAEDUCATOR

JOB TITLE: SPECIAL NEEDS CLASSROOM ASSISTANT

JOB PURPOSE: ENHANCING STUDENT ACHIEVEMENT

BY

ASSISTING THE CLASSROOM TEACHER WITH
SPECIAL NEEDS CHILDREN

ESSENTIAL JOB RESPONSIBILITIES:

ASSIST SPECIAL NEEDS CHILDREN IN ALL SELF-HELP ACTIVITIES

BY

- Assisting students in transitional skills, playtime to nap time, etc.
- Meeting and greeting students arriving on buses at transportation areas
- Assisting special needs students at locker areas
- Assisting children with mobility difficulties in the classroom and from area to area as needed
- Taking individual children to special classes
- Assisting special needs students with correction of work

PREPARE SPECIAL NEEDS CLASSROOMS

BY

- Maintaining necessary special needs equipment and supplies as directed

- Preparing instructional material
- Lifting and securing children safely as necessary
- Modifying activities appropriately for special needs children
- Washing dishes, bleaching tables, washing placemats, etc.

MONITOR AND PROVIDE DOCUMENTATION OF CHILD'S PERFORMANCE

BY

- Maintaining informational charts on student behavior and academic progress
- Assisting with the correction and grading of student papers and tests
- Recording daily, weekly, monthly, quarterly, and yearly student information
- Monitoring students in designated areas where necessary
- Monitoring students in special classrooms
- Removing students for behavioral disturbances
- Removing a student for emotional reasons
- Recording performance comments as directed
- Filing proof of special training, in-service hours, etc., with office for state inspector
- Communicating with the school office
- Making copies of material throughout the day as needed
- Sorting parent communication regarding individual student needs
- Distributing parent-teacher communication
- Maintaining strict confidentiality at all times

ASSIST STUDENTS WITH PERSONAL HYGIENE

BY

- Assisting with toileting and toilet training
- Teaching and reminding children to regularly wash face and hands
- Diapering according to OSHA-approved method
- Encouraging good table manners
- Assisting with cooking activities
- Assisting with eating and nutrition needs throughout the day
- Serving snacks
- Helping children feed themselves
- Cleaning up after snacks
- Changing soiled clothes

ASSIST WITH COMMUNICATION BETWEEN PARENTS AND SCHOOL

BY

- Getting to know parents
- Communicating positively with parents
- Checking e-mail and voice mail for messages from parents
- Preparing and distributing newsletter to parents and other teachers
- Training tutors and parent volunteers
- Filing necessary documents and notes
- Gathering parent contact information
- Sorting parent communication regarding individual student needs
- Communicating paperwork with the school office
- Completing all paperwork, time sheets, schedules, etc.

**ASSIST TEACHER WITH ALL SCHOOL EVENTS AND
FUNCTIONS**

BY

- Assisting with field trip activities
- Assisting with assemblies and other special functions
- Assisting with Back-to-School Night
- Assisting with PTA presentations



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