

Paraeducator, Special Education Candidate Pool

The Howard County Public School System (HCPSS) is one of the leading school systems in Maryland and the nation. To learn more about us and our [2024 -2029 Strategic Plan](#), please visit our [website](#) and our [careers page](#). Join our award-winning workforce and make a difference in the lives of our students!

DESCRIPTION

Under the supervision of the principal and/or assistant principal, and with instruction from a teacher, therapist or assigned staff, the Paraeducator supports and promotes student learning and well-being. The special education paraprofessional assists the teacher in general daily classroom activities, help special needs students, and cares for their physical, emotional health and safety, affirming their abilities, and striving to promote dignity in all relationships. The position implements plans and programs related to academic behavior, social and emotional needs of students with individual educational programs (IEPs). These positions also perform a variety of instructional and classroom management support, as well as related clerical tasks to support teachers and other professional staff in the classrooms and learning environments.

MINIMUM QUALIFICATIONS

Applicants must meet all qualifications below to be considered for the vacancy.

Education

- High School Diploma/GED Equivalent (**must scan and upload diploma or official transcript to online application**). Education completed outside the United States must be evaluated by an MSDE approved organization. For a list of approved vendors, please click [here](#).

Additional Requirements for [Title I Schoolwide Program Schools](#)

- High School Diploma/GED Equivalent **and** a passing score on the [ParaPro Assessment](#).
- or**
- 48 college credits or more from an accredited college or university.

PREFERRED QUALIFICATIONS

The ideal candidate for this role will also possess a combination of the additional qualifications below. If you don't meet every one of the preferred qualifications, we still encourage you to apply, as we welcome applications from candidates with diverse backgrounds and experiences.

- Experience working with students in a PK-12 setting.
- One (1) year of experience working with children with disabilities.
- Associate degree from an accredited college or university

ESSENTIAL POSITION RESPONSIBILITIES

The below list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

- Works under the direction of a classroom teacher or service provider to provide instructional support for students individually and in small groups.
- Assists classroom teachers or service providers with implementing content-area instruction and lesson plans to reinforce learning in various subject areas and motor activities (e.g., reading, telling stories, spelling, games, art, writing, music, physical education, mathematics, social/communication, community, recreation/leisure, physical activities, etc.).
- Reviews and reinforces classroom lessons and learning experiences by monitoring and providing support to students engaged in independent work or similar activities in academic and non-academic classes.
- In collaboration with the classroom teacher or service provider, implements consistent reinforcement of appropriate student behaviors, proactive strategies to support social-emotional needs of all students, and implements behavior intervention plans (BIPs) to address target behaviors of individual students.
- Supports classroom/ behavior management strategies to help students remain engaged and attentive during activities.
- Provides specified prompts for student engagement and participation during large group activities.
- Informs classroom teacher or service provider to individual student learning needs and progress by data collection and documentation.
- Supports the implementation of Individual Education Programs (IEPs) by collecting data and documentation related to student IEP goals/objectives and academic needs.
- Provides information to assist the teacher in evaluation of the learning process, behavior management programs, individual student needs and progress.
- Assists classroom teacher or service provider in carrying out activities by preparing instructional materials (e.g., manipulatives, making copies, filing, etc.).
- Assists with the set up and operation of assistive technology to support student learning and communication (electronic communicators, switches, pointers, feeders, etc.).
- Attends meetings and professional learning sessions (e.g., first aid, CPR, emergency procedures, behavior management, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Assist students with mobility needs (e.g., equipment is properly used and secured, including wheelchairs, seat belts or other safety restraints).
- Maintains confidentiality as it relates to student information and records (e.g., IEPs, student files, health information, etc.).
- Monitors students during assigned periods within a variety of school environments (e.g., bus, playground, classroom, field trips, transportation, assemblies, etc.).
- May assist with lunch activities (e.g., collecting lunch money, feeding, etc.) for the purpose of helping students with routines and fostering independence as appropriate.
- Assist students with less complex disabilities and needs who require support with feeding, toileting, health protocols, etc.
- Monitors/assists students between classrooms, during lunch period and recess, during playground activities, bus loading/unloading, and during restroom usage.
- Continues planned instructional activities during teacher's temporary absence from the classroom.
- Attends training opportunities provided by HCPSS.

ESSENTIAL KNOWLEDGE, SKILLS, AND ABILITIES

The below list is a summary of the knowledge, skills, and abilities required for success in this position, not an exhaustive or comprehensive list.

- Knowledge of child development, instructional strategies and practices, instructional goals, and policies specifically in special education and related services.
- Knowledge of the basic subjects taught in public schools, including reading/language arts, mathematics, etc.
- Ability to support the implementation of instructional programs that support diverse student learners.
- Ability to assist students with instruction in an active learning environment.
- Ability to follow oral and written directions necessary for providing student support (e.g., directions for learning tasks, student goals and objectives, schedule of services, etc.).
- Ability to exhibit professional behavior, tact, and good judgement in working with administrators, colleagues, central office and school-based staff, students, parents/guardians, and the community.
- Ability to utilize assistive technology and devices to support student needs.
- Ability to utilize web-based productivity and collaboration tools (e.g., Microsoft Office Suite, Google Suite etc.).

ADDITIONAL REQUIREMENTS

Working Environment

- School buildings, classrooms, community, and/or outdoor setting under a variety of weather conditions.
- Exposure to high pitched/louder verbalizations by students, bodily fluids, students with more challenging behavior, etc.
- May be required to assist with students exhibiting challenging behaviors including implementing a continuum of positive behavior supports.
- May require customized training to accommodate the special needs of students.

Physical Requirements

- Must be able to frequently lift and/or carry 50-75 pounds with assistance.
- Physical ability to work around children including standing and sitting, in a chair and/or on the floor, for extended periods of time.
- Physical ability to complete bending, pushing/pulling, walking, running, kneeling, twisting, squatting, crouching, overhead and above shoulder reaching movements (e.g., push/move wheelchairs, walkers, wagons, etc.).
- Must be able to use hands and fingers to operate standard office as well as student devices/equipment or classroom equipment.
- Must be able to actively monitor and respond to students who elope from the classroom, school building, or other emergency situations. Including the ability to move quickly towards students who may elope from an assigned area.
- Requires visual acuity to read and write printed materials and observe the activities of children.
- Ability to hear, with or without use of hearing aid(s), sufficient to hear any conversation with others.

The person selected for this position must meet all requirements of the physical examination administered by a medical service selected by the Howard County Department of Education.

Working Hours

- The duty day for a full-time position is 7.5 hours per day including an unpaid, thirty-minute duty-free lunch.
- Must be able to accommodate a flexible schedule and change of location, as needed.

APPLICATION REQUIREMENTS

Complete applications must be submitted, and once your application has been submitted, you will not be able to add documentation or make any changes. Incomplete applications will not be accepted. Resumes will not be accepted in lieu of a completed application.

SELECTION CRITERIA

Applicants who meet the minimum qualifications will be included in further evaluation. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experience and education which most closely match the position qualifications and the needs of the school system.

EMPLOYMENT INFORMATION

Compensation

This is a 10-month per year position in the Howard County Education Association, Educational Support Professionals (HCEA-ESP) employee unit. This position is salary Grade VI on the [Secretaries and Assistants Salary Scale](#). Paraeducators working in Title I Program Schools will receive an additional \$0.50 per hour. Special Education Paraeducators will receive an additional \$0.75 per hour. Step placement will be in accordance with the salary procedures of the Howard County Public School System and the HCEA-ESP Master Agreement which considers relevant prior experience. Under the Fair Labor Standards Act, this position is **not exempt** from overtime.

Retirement

Membership in the Maryland State Retirement Agency (MSRA) pension plan is a mandatory condition of employment for all employees who meet the eligibility and membership criteria defined in the State Personnel and Pensions Article and the Code of Maryland Regulations (COMAR). A qualifying employee cannot reject membership, nor can an ineligible employee elect membership. The annual contribution to the pension plan will be 7% of an employee's annual salary.

Benefits

HCPSS offers a [comprehensive benefits package](#) for eligible employees. Information about additional benefits such as paid time off can be found in the [negotiated agreement](#) for employees in this bargaining unit.

Pre-Employment Requirements

Professional references will be contacted prior to any offer of employment. Recommended candidates will be required to provide references from current and recent supervisors.

All employees, regular and temporary, must be fingerprinted, have a criminal background investigation completed, and successfully complete the Maryland Employment History Review, pursuant to Section 6-113.2 of the Education Article, Annotated Code of Maryland. In addition, some positions will require completion of a physical examination and/or drug testing.

Anyone offered employment is required to provide proper identification and documentation of eligibility for

employment in the United States. HCPSS participates in E-Verify and does not offer employee sponsorship.

For questions regarding this posting, please contact humanresources@hcpss.org

EQUAL OPPORTUNITY EMPLOYER

To request an accommodation during the application or interview process due to a documented disability, please email humanresources@hcpss.org.

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.

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