

**Job Title:** Paraprofessional for the Blind & Visually Impaired  
**Department:** Special Education  
**Reports To:** Special Education Director  
**FLSA Status:** Non Exempt  
**Salary Schedule:** SC lane 05



## **SUMMARY**

Under the direction of the Teacher for the Visually Impaired, the Paraprofessional for the Blind & Visually Impaired provides education in a classroom and vision services to students with visual disabilities. Under the supervision of an instructor, the Paraprofessional supports students with partial or low vision or blindness, operates adaptive equipment (assistive technology, etc.), and communicates effectively with students and staff.

***ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.***

Under the supervision of the instructor, prepares teaching materials and tutors individual students.

Communicates the progress of the student to the instructor.

Performs such duties as they may relate to the motivation and achievement of students in academic and skills areas.

Assists the instructor with behavior interventions.

Assists students with visual impairments in accessing all areas of the school by accommodating the environment including daily routine activities (i.e. bus duty, recess, lunch, bathroom, etc).

Assists in helping students with visual impairments access and accurately process visual information and develop visual skills for educational performance.

Provides support in a classroom environment by working directly with teachers and students.

Maintains accurate records and logs.

Designs and/or prepares training/instructional materials, teaching aids and devices.

Follows a schedule in order to provide services as a paraprofessional to students at several schools.

Attends in-services and additional classes to improve skills.

Under the direction of the instructor, provides instruction in Braille, large print, or both.

Provides instruction in technology for the blind and visually impaired.

Assists students as needed in learning self-help skills.

Assists in helping students with visual impairments access and accurately process visual information and develop visual skills for educational performance.

Assists with language and communication needs; including providing assistance to the student whose impairments interfere with the comprehension of visual stimuli.

Provides instruction in Braille, large print or both. Coordinates with District Cone Coordinators and National Instructional Materials Access Center (NIMAS) and Utah Schools for the Deaf and Blind Lending Library in ensuring that Braille and other instructional materials are ordered, checked out and accounted for.

Provides instructional support assistance to students and student groups to reinforce and follow-up learning activities.

Provides accommodations and modifications necessary for the student to be able to access the general curriculum and other activities.

Makes recommendations to the Utah Augmentative, Alternative, Assistive, Communication and Technology (UAAACT) team and assists in evaluating the need for assistive technology.

Assists certified educators with the presentation of learning materials and instructional exercise and communicates regularly with instructors about student progress and concerns.

Assists and participates cooperatively as a member of the educational team in responsibility for procedures related to visual needs; including assisting with eligibility for special education services; assessment, including the functioning level of the student in adjusting to visual problems and gaining educational and social success.

Facilitates environment awareness and Orientation and Mobility (O & M) assessment and needs.

Assists students as needed in learning self-help skills as needed.

### **SUPERVISORY RESPONSIBILITIES**

This job has no supervisory responsibilities.

**KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Ability to work effectively with individuals with disabilities. Ability to learn tasks quickly and work with a minimum of supervision. Previous experience working with individuals with and without disabilities preferred.

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to maintain discipline among students. Ability to conduct learning activities with small groups of students. Ability to meet and interact with teachers and students with tact, courtesy, and discretion.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals

Ability to learn special needs of particular individuals. Ability to learn and follow rules and regulations as they apply to job assignments. Ability to learn emergency procedures. Ability to follow directions.

**EDUCATION and/or EXPERIENCE**

Associate's degree or 48 semester credit hours from a college/university; or passing results on an approved Paraprofessional Assessment.

**CERTIFICATES, LICENSES, REGISTRATIONS**

Must have passed the Unified English Braille (UEB) Exam or must pass the exam within one contract year.

**PHYSICAL DEMANDS** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to use hands to handle, or feel, and talk or hear. The employee frequently is required to stand, walk, reach with hands and arms, spend long periods of time on the floor (sitting or kneeling), and move about to various parts of the building. The employee is occasionally required to climb or balance; stoop, crouch, or crawl; and taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Ability to escort and assist children is necessary. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**WORK ENVIRONMENT** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the noise level in the work environment is usually moderate.

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Prepared By: <b>Special Education Associate Director</b>		Date: <b>11/07/2010</b>
Approved By: <b>Executive Director, Human Resources</b>		Date: <b>11/15/2010</b>
<input type="checkbox"/> Reviewed <input checked="" type="checkbox"/> Revised	By: <b>Special Education Director</b>	Date: <b>11/05/2018</b>
<input type="checkbox"/> Reviewed <input type="checkbox"/> Revised	By:	Date:

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**EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:**

*By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.*

Print Name:	Date:
Employee Signature:	