



## SECTION I: GENERAL INFORMATION

<b>Position Title:</b> Class II Paraprofessional	<b>Department:</b> Special Education
<b>Immediate Supervisor's Position Title:</b> Teacher/Building Principal	<b>FLSA Status:</b> Non-Exempt
<b>Job Summary:</b> Under the direction of licensed special education teacher and/or related services staff, the Special Education Paraprofessional assists one or more students in accomplishing activities of daily living; instrumental activities of daily living, health related functions; redirection and intervention of behavior; and other tasks as are identified within assigned students' IEPs. Special Education Paraprofessionals may be assigned to work with students who have special healthcare/medical needs, have behavior intervention plans or require other forms of specialized care. Assists teachers by working with individual students or small groups, and performing related work as assigned. Work is performed under the-supervision of the Teacher and the general direction of the building Principal.	

## SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Works with individuals or small groups to reinforce material introduced by Teacher. Assists classroom teacher in performing specific duties as assigned or undertaking specialized tasks. May provide programmed practice activities and repetitions. Attends mainstream classes with students and adapts classroom material as needed. Advises Teacher on student issues.
- Provides assistance and support, as needed, to students in accomplishing activities of daily living; including, but not limited to: eating, toileting, grooming, dressing, bathing, transferring, mobility and positioning.
- Provides assistance and support, as needed, to students in accomplishing instrumental activities of daily living; including, but not limited to: meal planning and preparation, shopping, communicating by telephone or other media, and traveling from one location to another within the school and community.
- Provides assistance and support for student's health related functions through hands-on assistance, supervision or cuing, as directed by the licensed School Nurse, Occupational Therapist, Physical Therapist or other health care professional.
- Observes, monitors and redirects student behavior. Assists in implementing behavior intervention plans as are specified in individual students' IEPs.
- Provides supplemental tutoring, guided practice and other instructionally relevant activities to students as directed by the supervising teacher(s).
- Performs other comparable duties of a like or similar nature as assigned.
- Keeps abreast of changing developments, trends and educational technologies.

- Escorts students to special classes, library, therapy, etc. May assist students with loading and unloading buses. May administer medication and tube feedings when necessary.
- Maintains various records and confidential files, test scores and related records.
- Participates in in-service training programs, as assigned.
- Performs other related duties within the scope of the position as assigned or requested to contribute to the efficient operation of the Special Education Department and ISD 518 Public Schools.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

**EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:**

REQUIRED EDUCATION/TRAINING (choose one)				DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma			AA degree or the completion of a combination of district training programs, experience, and course work of an equivalent nature and level to perform the requirements of the work.	
x	High school diploma or GED.				
	1 year college	x	2 years college		
	3 years college		4 years college		

	<b>1st year graduate level</b>	<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• General knowledge of the practices, methods and techniques used in the teaching of special education population.</li> <li>• Knowledge of basic math, reading, language and science concepts pertinent to area of assignment.</li> <li>• Knowledge of general learning concepts, theories and fundamentals.</li> <li>• Knowledge of child development fundamentals and concepts.</li> <li>• Knowledge of problem solving and conflict resolution techniques.</li> <li>• Knowledge of behavioral management strategies, crisis intervention and methods.</li> <li>• Knowledge of district policies, guidelines, rules or philosophy pertaining to discipline and appropriate student behavior and consequences.</li> </ul>
	<b>2nd year graduate level</b>	
	<b>Doctorate level</b>	

#### **Required Work Experience in Addition to Formal Education/Training:**

Minimal experience working in a special environment, or equivalent combination of education and experience.

#### **LICENSE/ CERTIFICATION**

#### **Identify licenses/certification required upon hiring:**

Ability to attain Highly Qualified Status within the first 6 months of employment.

#### **ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK**

#### **Skilled in:**

- Ability to maintain confidential files and information and to compile reports.
- Ability to deal effectively with special students and teachers.
- Skill in the use of the classroom and instructional equipment.
- Ability to establish and maintain effective working relationships with teachers, parents, students, medical and related professionals and the general public.
- Skill in supervising student behavior and applying consistent consequences for appropriate and inappropriate behaviors, including appropriate physical restraint.
- Skilled adapting lesson plans to the individual needs of students to facilitate their learning and to assist them in meeting any individual learning plans and objectives.
- Applying rules, instructions and stated policies, procedures and IEP plans.

	<ul style="list-style-type: none"> <li>• Developing a rapport with children and explaining concepts in a simple and understandable manner.</li> <li>• Using basic office equipment.</li> <li>• Writing routine correspondence, routine reports, memos, documents, charts or other materials.</li> <li>• Effectively presenting information in 1:1 and/or small group situation to students, parents, staff or other employees concerning district/program routines, policies, rules, learning principles, concepts and other lesson plans.</li> </ul>
--	---

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS	
Titles of Positions Directly Supervised	# of Employees
<b>TOTAL</b>	<b>0</b>

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total: <b>0</b>
<b>HAZARDOUS WORKING CONDITIONS:</b> <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	<b>Unusual or hazardous working conditions related to performance of duties:</b> <ul style="list-style-type: none"> <li>• Duties are generally performed in a typical classroom and or resource room settings where there are minimal environmental hazards and risks. Employee(s) may be exposed to some disagreeable conditions involving human/student contact, verbal outbursts, physical aggression, exposure to body fluids and the like when assisting in daily living skills. Occasional lifting/restraining students. Occasional exposure to airborne pathogens.</li> </ul>

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			x	
Walk			x	
Sit		x		

Use hands dexterously (use fingers to handle, feel)		x		
Reach with hands and arms		x		
Climb or balance		x		
Stoop/kneel/crouch or crawl		x		
Talk or hear			x	
Taste or smell		x		
Physical (Lift & carry): up to 10 pounds				x
up to 25 pounds			x	
up to 50 pounds		x		
up to 75 pounds		x		
up to 100 pounds	x			
more than 100 pounds	x			

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Ranging of Light to Moderate Work:** This work requires the continuous exertion of up to 10 pounds of force, frequent exertion of up to 25 pounds of force and occasional exertion of approximately 50 lbs in repositioning of students; restraining of students if in behavioral support role; work regularly requires walking, frequently requires standing, speaking or hearing and repetitive motions and occasionally requires sitting and using hands to finger, handle or feel; occasional diapering and feeding of students in various settings; work has no special vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, playground, classroom, light traffic).

*This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*