

Paraprofessional-Special Education

Reports to:	Building Administrator
Classification:	Classified
FLSA Status:	Non-Exempt
Terms of Employment:	181 days according to Board Policy
Evaluation:	Performance in this position will be evaluated regularly by the building principal/supervisor and in accordance with Board Policy
Compensation:	Reviewed and established annually by the Board of Education

JOB SUMMARY:

To assist the special education teacher in a variety of ways to implement the instructional program, including working directly with children (if required) in small groups or on a one-to-one basis. To establish effective rapport with student assigned to the classroom; to motivate pupils to develop attitudes and knowledge needed to provide a good educational foundation, in accordance with each pupil's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Additional duties may be assigned.*

- Assists teacher as needed with planning, preparation, and distribution of classroom materials.
- Conducts learning games with students according to established procedures.
- Maintains regular attendance.
- Complies with State Law and District policies and regulations.
- Maintains a safe environment for students, conducive to learning.
- Assist teacher with student needs; may include feeding, lifting, suctioning, toileting, feeding and other learning activities.
- Assist in other physical ways as identified by the IEP.
- Anticipates and effectively addresses unforeseen crises associated with working with large groups of children.
- Provides individualized and small-group instruction to reinforce skills that have been taught by the teacher.
- Ability to implement lessons based on district and school objectives and the needs and abilities of students to whom assigned.
- Serves snacks and lunches as necessary.
- Attends district workshops as directed.
- Maintains confidentiality, unquestionable integrity.

SUPERVISORY RESPONSIBILITIES:

Assist the teacher in the supervision of children in the classroom and on community access/field trips.

QUALIFICATIONS AND REQUIREMENTS:

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

EDUCATION AND/OR EXPERIENCE:

- High school diploma or equivalent.
- 60 hours of college credit may be required for some paraprofessional positions.
- Prefer prior experience working with special needs children.

COMMUNICATION SKILLS:

- Ability to effectively present information and respond to questions from administrators, students, staff and the general public consistent with the duties of this position.

MATHEMATICAL SKILLS:

- Ability to add, subtract, multiply, and divide in all units of measure consistent with the duties of this position.
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations consistent with the duties of this position.

KNOWLEDGE, SKILLS AND ABILITIES:

- Ability to work with individuals and groups of students to support academics and behavior management.
- Must have patience working with special needs children.
- Ability to learn new skills, flexibility and willingness to perform a variety of tasks.
- Works well with others, follows written and oral directions and completes assignments given.
- Ability to establish and maintain effective working relationships with students, peers, parents, staff members, and departments and business contacts outside of the District.
- Is self-directed, and works without direct supervision.

REASONING ABILITY:

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists consistent with the duties of this position.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form consistent with the duties of this position.

OTHER SKILLS AND ABILITIES:

- Ability to accurately perform assigned tasks.
- Ability to perform duties in full compliance with district requirements and School Board Policies.
- Ability to promote harmonious working relationships with staff, students, and parents.
- Possesses oral and written communication skills consistent with the duties of this position.
- Possesses interpersonal relationship skills consistent with the duties of this position.

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 frequently required to stoop, reach, stand, walk, lift, pull, push, grasp, talk, hear, see and use repetitive motions, While performing the duties of this job, the employee may frequently lift and/or move at least 50 pounds of materials, or lift children from wheelchairs, etc. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

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. The noise level in the work environment is moderate to loud.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Paraprofessional-Special Education
Revised: SY 2004-2005