

**SPECIAL EDUCATION PARAPROFESSIONAL****Purpose Statement**

The job of Special Education Paraprofessional was established for the purpose/s of providing support to the instructional program within assigned school with specific responsibility for assisting in the supervision and instruction of special needs students; observing and documenting student progress; implementing plans for instruction; and assisting students by providing for special health care needs.

The Program Support Paraprofessional will hold certification by the Wisconsin Department of Public Instruction as a Special Education Teacher Aid (883). Program support Paraprofessionals are assigned to specific special need children to assist the child/children in their educational program. Program Support Paraprofessionals may assist other children in the program to which their designate child is assigned, but their first priority is the special need child/children to which they are assigned. Program Support Paraprofessionals are often required to assist children with self-care and medical procedures. They are also often required to provide close behavioral monitoring of assigned students.

This is a 180 day, approximately 6.75 hours position and reports to School Principal or Designee

**Essential Functions**

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. diapering, toileting, tube feeding, colostomy bags, catheterization, medication, etc.) for the purpose of meeting immediate health care needs and/or developing children's daily living activities and behavioral skills.
- Applies and removes physical therapy appliances as instructed (e.g. body braces, leg braces, etc) for the purpose of ensuring the student has the proper equipment according to the IEP plan.
- Assists students by enabling them to access their electronic communicators, switches, pointers, feeders, etc. for the purpose of ensuring equipment is hooked up properly and functioning properly.
- Assists students in and out of wheelchairs; loading and unloading on the bus; transporting students in their wheelchairs in and around school and on field trips for the purpose of ensuring the student gets to and from school and to the proper places safely.
- Assists with pre-lunch and lunch activities (e.g. heat food, grind food, feeding, etc.) for the purpose of helping the teacher and lunch personnel get the student fed.
- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, behavior management, CPI, IEPs, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Works with teacher to help make the learning environment safe, attractive, instructional and informational.
- Maintains instructional materials and/or manual and electronic files/records (e.g. lessons, attendance, pencils, paper, teaching supplies, etc.) for the purpose of ensuring availability of items, providing written reference, and/or meeting mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g. lunch, bus stops, playground, classroom, restroom, field trips, public transportation, assemblies, kitchen, etc.) for the purpose of maintaining a safe and positive learning environment.
- Participates in the implementation of IEP goals for the purpose of meeting IEP goals and/or district benchmarks.
- Participates in the implementation of student behavior plans for the purpose of ensuring effective and safe student learning.

- Performs clerical tasks (e.g. making copies, filing, etc.) for the purpose of helping the teacher get instructional materials ready.
- Provides instruction, under the supervision of the teacher, to the students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, giving oral tests, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans, and ensuring students' success in school.
- Cope with physically and/or verbally aggressive behaviors
- Work with multiple supervisors
- Assists student(s) with small and large motor routines.
- Completes assigned duties independently.
- Works with student(s) to improve their self-advocacy, including social, cognitive, motor and communication skill development.
- Assists with leisure and therapeutic activities such as swimming program.
- Assists with playground, lunchroom and transition activities.
- Displays a pleasant personality and disposition, positive attitude, and ability to communicate with people.
- Maintain confidential information and a high level of ethical standards as required under Board Policy.
- Other duties assigned by supervising administrator or designee.

## **Other Functions**

- Adheres to all safety and housekeeping standards established by the department for the purpose of maintaining a clean, safe, and orderly workplace.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Position also includes performing as an emergency backup for District transportation routes
- The above stated functions are representative of the major duties associated with this position, but should not be considered an inclusive list of all the duties/functions required in this position.

## **Job Requirements: Minimum Qualifications**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: nonviolent crisis intervention restraints; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

## **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

## **Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, (up to 50 pounds) carrying, pushing, and/or pulling; and some fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

**Experience** Job related experience is helpful.

**Education** High School Diploma or equivalent

**Equivalency** None Specified

**Required Testing Certificates & Licenses** ParaEducator – Highly Qualified Status- 883 license, Non-Violent Crisis Intervention Certification,

**Continuing Educ. / Training Clearances** Bloodborne Pathogens, CPR, AED, First Aid, Medication Administration, Mandatory Reporting, Seclusion and Restraint, PBIS (Proactive Behavior Intervention System) Background Clearance

**FLSA Status** Non-Exempt

V.05022013