



**CLASSIFICATION DESCRIPTION
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

SECTION I: GENERAL INFORMATION

Position Title: Special Education Paraprofessional	Department: Teaching & Learning	Bargaining Unit: Clerical
Immediate Supervisor: Principal	Comparable Worth Rank:	FLSA Status: Non-Exempt

Job Summary:

Under the direction of the Principal and guidance of the licensed faculty, the Special Education Paraprofessional represents a broad grouping of varied positions providing instructional support, personal care and assistance to children in various programs and having varied special needs. Positions assigned to this classification are expected to have gained or learned basic knowledge, skills and fundamentals of learning theory, child development, behavioral management/modification, and general instructional fundamentals in order to work in mainstream or special needs classrooms with groups of students or 1:1 in the areas of instructional reinforcement and student learning assistance. Depending upon student needs, responsibilities and duties may involve assisting and guiding students in the reinforcement of academic classroom subjects, daily living skills, implementing behavioral plans and/or monitoring and enforcing appropriate behavior in accordance with instructional lesson plans and student IEP's. Positions assigned to this classification also provide assistance and support in terms of adapting regular classroom curriculum to the special needs of each student by clearly repeating directions at a level the student understands, encouraging cooperation in classroom activities, communicating expectations, and modifying tests or tasks into smaller steps, and assisting students with mobility, adaptive, or other special needs. Positions assigned to this classification are expected to be "highly qualified" paraprofessional positions.

Essential duties outlined below are intended as "representative" examples of the level, nature and decision-making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Reinforces and provides academic and classroom support in the learning of materials or skills introduced and provided by licensed/certified staff members in both individual (1:1) and small group settings. Reinforces academics and skills based upon student's IEP, needs, interests and abilities. Works through assignments as prescribed. Provides supplemental tutoring, guided practice and other instructionally relevant activities to students as directed by the supervising teacher(s). Assists students with various academic and behavioral needs (i.e. autism, DCD, EBD, LD, OCD, ADD, ADHD, etc.).
 - a) Answers questions about tasks, simplifies and/or modifies assignments.
 - b) Monitors assignments provided by staff.
 - c) Alerts staff to any problems or special information concerning IEP student(s).
 - d) Assists with group educational activities that include IEP students.

- e) Assists staff with classroom supervision.
 - f) Reinforces and re-teaches classroom academics to meet the individual needs and levels of the student and IEP.
 - g) Modifies grade level curriculum or assignments under the direction of special education or general education staff.
 - h) Assists students with homework and organizational skills.
 - i) Administers tests and quizzes to small groups of students.
- Provides students with special needs, assistance in the performance of daily living skills (e.g. grooming, brushing teeth, toileting, assistance with clothing, eating, combing hair, nail grooming, etc.). Provides student(s) assistance with mobility and transport getting to/from different classrooms.
 - Assists staff in maintaining daily records, charts, folders or other information pertaining to the student's day, activities, behaviors, issues and/or progress.
 - Meets with instructional staff to discuss student needs and student progress. Provides input and assists staff in identifying problems, concerns, issues on student progress.
 - Assists, observes, monitors and addresses student behavioral management issues. Assists staff in implementing IEP behavioral plans, reinforcing positive behaviors, re-directing student attention, assisting with de-escalating outbursts, follows and implements any behavioral plans detailed in IEP. Models appropriate social skills and provides positive reinforcement for appropriate behaviors.
 - Performs other duties of a comparable level or type, as required.
- a) Attends staff meetings and training sessions.
 - b) Assists in special projects, as assigned.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK

Skilled in:

- Supervising student behavior and applying consistent consequences for appropriate and inappropriate behaviors.
- Adapting lesson plans to meet 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.
- Developing a rapport with children and explaining concepts in a simple and understandable manner.
- Using basic office equipment.
- Writing write routine correspondence, routine reports, memos, documents, charts or other materials.
- Effectively presenting information in 1:1 and/or small group situations to students, parents, staff or other employees concerning district/program routines, policies, rules, learning principles, concepts and other lesson plans.
- Learning and applying academic subject material relevant to their duties and needed in the reinforcement or tutoring of students.
- Interacting with and serving as a role model concerning learning and behaviors .
- Dealing appropriately with student conflict and behavioral issues consistently and in accordance with district guidelines, disciplinary principles.
- Providing input concerning individual student progress, issues or concerns.
- Proctoring standardized testing and evaluation tools utilized by the district.

LICENSE/ CERTIFICATION	Identify licenses/certification required: No specific licenses or certification required to gain entry into the classification. District may require specific certifications, courses and/or licenses after hiring depending upon the specific job assignment, or needs of the district (i.e. CPI Training, Blood borne Pathogens).
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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				Associates degree or equivalent			
High school diploma or GED.				Major field of study or degree emphasis: Child development, human development, learning, behavioral management or closely related area.			
1 year college	x	2 years college					
3 years college		4 years college					
1st year graduate level							
2nd year graduate level				Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Knowledge of basic math, reading, language and science concepts pertinent to area of assignment. • Knowledge of general learning concepts, theories and fundamentals. • Knowledge of child development fundamentals and concepts. • Knowledge of problem solving and conflict resolution techniques. • Knowledge of behavioral management strategies, modification techniques, crisis intervention and methods. • Knowledge of district policies, guidelines, rules or philosophy pertaining to discipline and appropriate student behavior and consequences. 			

Required Work Experience in Addition to Formal Education/Training:
No previous experience.

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

<u>Physical Activities</u>	Amount of Time Spent				Amount of Time Spent				
	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	No ne	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs			x	
Walk				x	Up to 25 lbs			x	
Sit		x			Up to 50 lbs		x		
Use hands to finger, handle or feel			x		Up to 100 lbs	x			
Reach with hands and arms				x	Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl			x						
Talk or hear				x					
Taste or smell	x								



PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

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

Physical requirements of the classification will vary across special education paraprofessionals positions due to the individual needs of students, programs of assignment, and the like. Individual positions will have to be assessed on the merits of position at any point in time. The physical requirement outlined below is representative of the broad classification, as a whole.

Medium Work:

Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.

**HAZARDOUS WORKING
CONDITIONS**

**Unusual or hazardous working conditions related to performance of
duties:**

Duties are generally performed in a typical classroom and or resource room settings where there may be some 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.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Prepared 4/2015 by BCC; Updated 6/2015

