

SCHOOL DISTRICT 27J
CLASSIFIED POSITION JOB DESCRIPTION

Job Title: Paraprofessional, Special Education Significant Support Needs (SSN) and/or Center-Based
Last Modified: December 2018, Reviewed December 2021
Work Year: To Be Determined Annually, based on Board approved School Calendar
Department: Special Education Department
Reports To: Building Administrator and/or their designee

SUMMARY: This position provides support and supervision to students with moderate to severe disabilities, including students with cognitive delays, physical impairments and or social/emotional-behavioral needs in a one-on-one, small group settings as well as inclusionary support within the general education classroom. This position will assist in the modification of instructional materials and/or equipment as well as, when appropriate, alter the instructional environment based on individual student needs under the direction and supervision of a certified teacher. The SSN/CB Paraprofessional is required to collect data and support the maintenance of student records as well as assist the certified staff in transferring information into data management systems. The SSN/CB Paraprofessional is also responsible to provide direct supervision to students during recess, before/after school parent drop-off/pick-up and/or transitioning on/off the school bus. In addition, the SSN/CB Paraprofessional will be responsible to provide personal care and/or medical assistance as delegated by the School Nurse to support students with toileting/changing and/or medical/life skills assistance as needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- D 35% Assist with implementing and monitoring student's individual education program (IEP), behavior intervention plans, BCBA behavior protocols, as well as health care plans throughout the school day in a variety of settings under the direction and supervision of certified staff. This may involve assisting students with not only their academics, but also with their communication, social-affective, social-emotional, behavioral and/or physical needs, including sensory diets, positioning, stretching, transitioning, and using specialized adaptive equipment and technology.
- D 35% Supervise and support students to promote safety and security at all times, including during recess, before/after school parent drop-off/pick-up and/or transitioning on/off the school bus. De-escalate students as needed following their prescribed Behavior Intervention Plan (BIP) and when appropriate using the approved Crisis Prevention Intervention (CPI) measures.
- D 15% Assist with the collection and maintenance classroom observation and data collection for IEP goals/objectives progress monitoring as well as with the input of the data into appropriate computer based system under the supervision of the certified staff.
- D 5% Communicate with certified staff as necessary to ensure they are informed of student specific situations/needs. Modify and/or adapt instructional materials and/or equipment as well as the environment to support the participation of students within their academic environment including when in the general education classroom under the direction of the general education, special education teacher or other special service providers.
- W 5% Assist students with their personal care needs, such as toileting, diapering, self-care (e.g. washing face and hands, changing clothes, getting coat/supplies/backpack ready for transitions etc.), eating and tube feeding, and safety monitoring, etc. as necessary and appropriate. In addition, staff are required to document personal care and safety support provided for the purpose of submitting Medicaid forms to the Medicaid Coordinator.
- W 2% Sanitize the classroom, student toys, and equipment, as well as ensure that toys, equipment and materials are in good repair at all times in accordance with district policy.
- M 2% Participate in special education team meetings, building staff meeting, as well as trainings and professional development as directed by the building administration, direct supervisor, and special education coordinator. Attend student staffing and/or parent meetings at the request of the certified special education teacher and/or related services providers.
- Ongoing 1% Perform other duties as assigned.

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 available (as determined by the Human Resources Department in collaboration with the Building Administrator and the Director of Student Services) to enable individuals with disabilities to perform the essential functions.

EDUCATION AND TRAINING: High school diploma or equivalent.

EXPERIENCE: Individual must have some exposure and/or experience working with and/or being around children. Prefer an individual who has 6 months or more experience working with students with disabilities, but not required.

BASIC SKILLS, KNOWLEDGE AND EQUIPMENT: Must have the ability to speak/read/write in English and interpret documents such as lesson plans, behavior Intervention Plans, IEPs, staff and student handbooks. Individual must be competent in basic academic skills (reading, math, and writing) in order to support students within their academic program. Requires the ability to focus on details in order to collect data, write routine communications, and relay accurate information, work independently, yet able to take directives and follow through from a variety of special education service providers. Individual must be able to remain professional and calm in stressful situations when dealing with students, staff, and parents. Demonstrated ability to solve practical problems and deal with a variety of concrete variables when in situations where only limited standardization exists.

CERTIFICATES, LICENSES, & REGISTRATIONS: CPR/AED/First Aid certification preferred at time of hire or obtained within 60 calendar days from date of hire on own time and expense. CPI (Crisis Prevention Intervention) preferred at time of hire or obtained no less than 60 calendar days from date of hire. Individuals are required to monitor their certifications; therefore, this individual is responsible to ensure they register for their certification course(s) via the SPED Dept. to ensure they are current at all time while in this position. Lack of a valid certification could result in temporary suspension and/or termination.

SUPERVISION/TECHNICAL RESPONSIBILITY: This position does not have personnel evaluative responsibilities; however, individuals are responsible to provide supervision to students in their classroom, on the playground, during field trips, in the lunchroom, while working in the community, while transporting, and/or during other various student related activities. Individual acts as a resource for certified staff by assisting with his/her duties within the educational environment. Must stay current with district communication and respond to Medicaid reporting in a timely manner as required.

JUDGMENT AND DECISION MAKING: Certified Special Education Teacher is responsible to determine daily/weekly schedule; however, this position requires the ability of the individual to make quality decisions demonstrating patience and knowledge of classroom routines in the absence of the certified individual. In addition, this individual must be able to follow instructions/guidelines established by the building administrator as well as the certified teacher; and independently determine appropriate adaptations, interventions, and physical care for students when appropriate. Work is guided by lesson plans, teacher instructions, district and school policies, IEPs, and the individual needs of the student. Decision-making requires collaboration with certified teachers and support staff.

DIVERSITY OF DUTIES: Duties require cross training in office equipment, computers, communication skills, basic knowledge of child development, basic understanding of various disabilities and behavior management, understanding of the IEP process, and knowledge of health care related to disabled students (e.g., seizures, asthma, etc.), as well as the ability to work with small groups of students with disabilities as well as the ability to work independently. Duties affect individuals within the assigned building.

SAFETY TO SELF AND OTHERS: Medium to high potential for bruising, bites, scratches and/or abrasions if an individual does not follow their training of approved CPI techniques. Medium to high potential for hernia or back strain if employee does not follow their training of approved lifting techniques, low to medium potential for disease if employee does not follow their training of the approved methods for handling body fluids.

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be available (as determined by the Human Resources Department in collaboration with the Building Administrator and the Director of Student Services) to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to be able to move quickly with ease and actively engage with adults and students, thereby, requiring verbal oral output as well as and listening - auditory input. Individuals must have vision sufficient to appropriately supervise students, transport students and self within the building and adequately observe, collect and record data. The employee frequently is required to stand, walk, stoop, kneel, crouch, and/or crawl. The employee must have the ability to use arms/hands/fingers to handle and/or to support student personal care needs as well as move students, equipment and materials. The employee is occasionally required to climb or balance while handling equipment and/or materials. Employees must regularly lift and/or move up to 10 pounds independently and occasionally lift up to 70+ pounds with additional adult support.

WORK ENVIRONMENT: While performing the duties of this job, the employee is frequently exposed to outside weather conditions. The noise level in the work environment is usually moderate to loud.

MENTAL FUNCTIONS: While performing the duties of this job, the employee is regularly required to compare, analyze,

communicate, instruct, evaluate, use interpersonal skills, negotiate, and prioritize. Frequently required to copy, coordinate, compute, synthesize, and to copy and compile.