

SCHOOL DISTRICT 27J
CLASSIFIED POSITION JOB DESCRIPTION

Job Title: Paraprofessional, Special Education Generalist
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 direct support to students with any disability who is not enrolled in a center-based or significant support needs program (SSN). The SPED Generalist Paraprofessional may provide supervision and/or instruction to students with and without disabilities in one-on-one, large or small group settings as directed by the SPED and/or the Gen. Ed. teacher. This individual may assist in the modification of instructional materials as appropriate based on individual student needs under the direction and supervision of a certified teacher. The SPED Generalist Paraprofessional may be assigned to provide direct supervision to students during recess, before/after school parent drop-off/pick-up and/or transitioning on/off the school bus at the request of the building administrator. Individuals will make observations, collect data and support the maintenance of student records as well as assist the certified staff in transferring information into data management systems. Occasionally, during those times when a building experiences a SPED SSN Paraprofessional shortage this individual may be asked to support students with their personal care (toileting/changing) and/or medical/life skills assistance if they have been trained and delegated to provide these services.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- D 50% Provide direct instruction and/or academic support and supervision for students with disabilities in accordance with their Individualized Education Plan (IEP) while in general education and special education classrooms under direction from the general and/or special education teachers. Individual may also provide support and instruction to students without disabilities when in a general education classroom at the discretion of the general education teacher in collaboration with the special education teacher and/or special service provider.
- D 20% Modify and/or adapt instructional materials as well as the educational environment under the direction and supervision from the general and/or Special Education teachers.
- D 15% Support the implementation of a student's identified behavior intervention plan throughout the school and community and during extra curricular activities, including monitoring of the playground, or other school areas to ensure safety and security of students as directed.
- D 10% Assist with the classroom observations and data collection related to progress monitoring IEP goals. Maintain required forms, records, data and Medicaid documentation as requested by the Special Education Teacher and/or Related Services Providers. Communicate observations, concerns, activities, and progress with the Special Education Teacher, General Education Teacher and other Special Service Providers as appropriate.
- D 2% Occasionally, assist SSN students, as directed by Special Education Teacher, with their personal care needs including, toileting, eating, positioning, etc.
- 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 staffings 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.

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. 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 and general education teachers as well as special service providers. 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: No special certifications required for this position.

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: Low risk potential to bruises and cuts due to typical classroom environment, to chemical and heat burns if working with students in lab setting, repetitive motion injuries due to occasional lifting and twisting. Medium to high potential of back injury and/or hernia due to lifting students if employee does not follow their training of approved lifting techniques, to disease if employee does not follow their training of 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 around a classroom and actively engage with adults and students, thereby, requiring verbal oral output as well as and listening - auditory input. Individual must have vision sufficient to appropriately supervise students, transport student 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 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. Employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 70 pounds independently.

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 compile.