



**POSITION:** SUMMER SCHOOL PARAPROFESSIONAL – SPECIAL EDUCATION-  
BRICK ELEMENTARY  
**FLSA STATUS:** NON-EXEMPT  
**FTE STATUS:** 1.0  
**REPORTS TO:** PRINCIPAL/DIRECTOR OF STUDENT SERVICES AND SPECIAL  
EDUCATION, AND TEACHER  
**DATE:** APRIL 28, 2021

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**SUMMARY:**

The Paraprofessional assists professional staff by supervising and helping students during classroom instruction and implementing individualized student programs; collaborating with professional staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Commits to assist professional staff in establishing a learning environment that is accountable for effective instruction, assessment and data-driven decision-making.
- Commits to ongoing learning; encourages, supports and mentors ongoing learning in students.
- Commits to high expectations for students, and moving students towards achievement.
- Commits to positive relationships and communication, promoting and modeling a safe and supportive learning a culture for all.
- Commits to honoring all students, embracing their community and diversity.
- Commits to collegiality and professionalism of self and staff.
- Assists teachers with students.
- Assists teachers and ancillary staff in preparing academic materials, keeping records, and recording student progress in an objective manner.
- Manage and instruct students on appropriate behavior, using positive behavior support strategies consistent with Board policy and the student’s behavior plan, if applicable.
- Conducts behavior to demonstrate collegiality and professionalism.
- Adheres to district and school policies and procedures.
- Demonstrating and reinforcing good manners.
- Provide feedback to general education teacher and special education teacher regarding student progress.
- Prepare instructional materials or modify lessons under teacher direction.
- Recognize the teacher as the primary communicator with the parent.
- Ability to implement behavior plans/systems and/or medical plans developed by the team, including the ability to assist in observing and recording behavior data.
- Assisting the special education students in a general education setting, i.e. moving throughout the building, loading and unloading children, using building facilities.
- Possess the ability to assist in the development and implementation of individualized education plans (IEP) and understand IEP goals/objectives for students.
- Must be willing to assist and participate with teaching basic living skills including toileting and feeding.
- Work with teachers in development of academic modifications/accommodations that support students.
- Trained in Non-Violent Crisis Intervention (CPI) if working with students who may potentially be a danger to themselves or others.
- Proficient in the use of computers, email, Microsoft Word, Excel, and the Internet.
- Ability to work with and manage student behavior individually, in groups and in a variety of learning environments.
- Ability to maintain composure during stressful situations.

- Keep in confidence all personal, student or personnel records and information.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Adheres to, interprets and implements all district policies, administrative guidelines and procedures.
- Conducts behavior to demonstrate collegiality and professionalism.
- Regular and reliable attendance is an essential job function.
- Performs other duties as assigned by the Principal.

#### **EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM REQUIREMENTS**

- Attend Parent Meetings
- Student coverage on Friday's as needed
- Team collaboration
- Assist with developing and implementing behavior plans
- Review IEP Goals
- Responsible for data collection

#### **SUPERVISORY RESPONSIBILITIES:**

- Position will supervise and assist students.

#### **QUALIFICATIONS:**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. 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:**

- A high school diploma
- Experience working with Special Education students both at the secondary and elementary level preferred.
- Applicant must satisfactorily pass a criminal background check as defined by the State of Michigan.
- Good work habits, including punctuality and good attendance record.

#### **Title I Requirements:**

- Complete one of the following:
  - Complete at least two years of study at an institution of higher education (equal to 60 semester hours); or
  - Obtain an associate's degree (or higher); or
  - Meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment in the following areas:
    - Example: Michigan Test for Teacher Certification – Basic Skills (MTTC).
    - Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
    - Knowledge of and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness as appropriate.
- Experience working with Special Education students both at the secondary and elementary level preferred.
- Applicant must satisfactorily pass a criminal background check as defined by the State of Michigan.
- Good work habits, including punctuality and good attendance record.
- Experience working with Special Education students both at the secondary and elementary level preferred.

#### **LANGUAGE SKILLS:**

- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret periodicals and professional journals.

- Ability to effectively present information and respond to questions from groups of educators, students.
- Ability to write sub plans.
- Ability to express self clearly, both orally and in writing.
- Ability to read, analyze and interpret information.

**TECHNICAL SKILLS:**

- Ability to integrate technology into the everyday work flow is necessary.
- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Ability to use computer technology for research, data management, communications and other instruction.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communications mechanisms.

**MATHEMATICAL SKILLS:**

- Ability to apply the concepts of basic math, algebra and geometry consistent with the duties of this position.

**REASONING ABILITY:**

- Highly proficient in subject areas of: reasoning, problem solving, organizational dynamics and emotional intelligence.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Exhibit high level of professionalism with the ability to handle confidential information, use good judgment, plan and handle complex projects and maintain a flexible attitude.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Ability to define problems, collect data, establish facts and draw valid conclusions.

**INTERPERSONAL SKILLS:**

- Ability to build rapport with others and to serve diverse publics.
- Ability to take initiative; work well with others as a collaborative team member and exhibit good communication skills.
- Ability to work effectively and collaboratively with other departments, agencies and individuals.

**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 regularly required to stand; walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is often required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 35 pounds. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

**ENVIRONMENTAL ADAPTABILITY:**

*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 quiet to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety and well-being of all stakeholders. The employee is exposed to infections at a greater risk than the average person. Often the employee may be required to be outdoors for a long period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

**TERMS:**

The contract, salary and other employment conditions are to be determined by the current collective bargaining agreement between the Lincoln Consolidated Schools and the Lincoln Education Associates Organization (LEAO).

**FUNCTIONS OF POSITION DESCRIPTION:**

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. Lincoln Consolidated Schools retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its judgment in conjunction with the Lincoln Education Associates Organization.

This position description is not a contract for employment.

Lincoln Consolidated Schools is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

Lincoln Consolidated Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information or any legally protected characteristic, in its programs and activities, including employment opportunities.

"The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment in the District."

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources Signature

\_\_\_\_\_  
Date