

Student Services

Lon Smith
Director
Sue Krichbaum
Administrative Assistant



Employment Opportunity

POSITION:

Special Education Paraprofessional

ASSIGNMENT:

Milan Middle School

STARTING DATE:

ASAP

SALARY/HOURS:

\$16.13 per hour

6.65-6.76 Hours per day, depending on location

APPLICATION DEADLINE:

Until Filled

APPLY TO:

<https://www.milanareaschools.org>

CONTACT PERSON:

Lon Smith, Director of Student Services – 734-439-5013

SUMMARY:

The Special Education Paraprofessional supports the professional staff in implementing individual student education plans and positive behavioral support services/programs for students with emotional and/or behavioral disorders. The position involves assisting teacher consultants, classroom teachers and teaching teams with any and all of the students in the classroom/program, under the teacher's or case manager's direction.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities.
- Demonstrates the ability to examine how his/her/their position (directly or indirectly) impacts educational inequities in student achievement outcomes.
- Supports Milan Area Schools vision and mission to enhance achievement for all students.
- Demonstrates excellent customer service.
- Provides group or individualized academic instruction, remediation or guided practice using instructional objectives and lessons developed by the classroom teacher or case manager.

- Implements program-wide and individual student behavior intervention programs, including monitoring behavior data collection, preparing incident reports, physical intervention and reward systems under the direction of classroom teachers, case managers and social workers.
- Supervises and monitors students within non-structured settings (i.e. arrival, departure, lunch and recess).
- Collects information on and summarizes student progress toward achievement of IEP goals/objectives under the direction of case manager.
- Assists in the development, maintenance and adaptation of instructional materials under the direction of classroom teachers and case manager.
- Maintains records and performs other clerical tasks under the direction of classroom teachers and case manager.
- Assists in the use of instructional technology under the direction of classroom teachers and case manager.
- Participates in building level activities, staff meetings, student staff meetings, program meetings, in-service activities and other meetings as determined necessary for program and assigned students.
- Supports, participates in and is committed to continued learning related to a team-based approach to problem solving.
- Provides assistance to the operation of the total school program.
- Participates in professional development, maintains appropriate certification and qualifications and keeps current in changing pedagogy.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Adheres to district and school rules and procedures.
- Supports a team-based approach to problem solving.
- Conducts behavior to demonstrate appropriate role-modeling, collegiality and professionalism.
- Performs such other tasks as may from time to time be assigned by the supervisor.
- Regular predictable attendance.
- **AND OTHER DUTIES THAT MAY BE ASSIGNED.**

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:

- HS Diploma or equivalent required.
- Demonstrated ability to implement behavior intervention strategies with fidelity.
- Demonstrated ability to assist in interventions for students.
- Experience/training in the use of “*Non-Violent Crisis Intervention*” techniques and other behavior strategies.
- Exceptional knowledge and skills in working with student behavior management required.

LANGUAGE SKILLS:

- Ability to read and comprehend simple instructions, short correspondence and memos.

- Ability to effectively present information and respond to questions from groups of educators, students and the general public.
- Ability to write clear, concise, objective notes regarding activities during the instructional day to third parties (families, outside agencies, others).
- Ability to write simple correspondence.
- Ability to express self clearly, both orally and in writing.

TECHNICAL SKILLS:

- Ability to integrate technology into the everyday work flow if 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 a personal computer (PC) or Chrome book in a networked environment to utilize the Internet and other electronic communication mechanisms.
- Knowledge of productivity applications such as Google Docs (word processing, spreadsheets, database and presentation software) is required.
- Ability to follow data collection information to support functional behavioral assessment.
- Ability to accurately use district-wide electronic reporting systems for attendance, Medicaid logging, lunch count, etc.

MATHEMATICAL SKILLS:

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

REASONING ABILITY:

- 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 define problems, collect data, establish facts and draw valid conclusions.
- Ability to apply common sense understanding to carry out detailed written or oral instructions.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Ability to use positive behavior support intervention techniques autonomously.
- Ability to make reasonable student focused decisions autonomously.
- Ability to implement various student plans simultaneously and report factually to the teacher.

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 collaboratively and cooperatively with others in a team.

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 frequently required to sit, walk and stand. The employee is occasionally required to bend and or twist at the trunk more than the average person. The employee is continuously repeating the same hand, arm or finger motion many times. The employee is

frequently required to talk or hear. The employee must occasionally lift and/or move up to 50 pounds such as books and teaching material or when assisting in student interventions. 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 may be required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

The position requires the individual to have the ability to manage the medical, physical and emotional needs of students in a positive, student-centered manner while communicating with several different people (parents, community members, professional staff, advocates, related service staff and outside service agencies) with consistency and objectivity.

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 students. The employee is exposed to infections at a greater risk than the average person. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

Milan Area School District is an Equal Opportunity Employer which prohibits discrimination based on religion, race, color national origin, age, sex, handicap and marital status.

Posted 2/12/25