

## **Job Description for Paraprofessional-Early Childhood Special Education Classroom**

**JOB TITLE:** Paraprofessional – Early Childhood Special Education Classroom

**DEPARTMENT:** Special Education

**REPORTS TO:** Building Principal

**WORK LOCATION:** Clinton County Educational Center

**WORK SCHEDULE:** School Year/3.25 hours per day

**SALARY SCHEDULE:** Per master agreement

### **SUMMARY**

Under the direction of the classroom teacher, support and implement an appropriate instructional program to meet the individual needs of students with disabilities as identified through the Individualized Education Program (IEP) process. This position is assigned to a classroom consisting of students who have Early Childhood Impairments.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

1. Under the direction of the classroom teacher, assist with planning, development, and implementation of instructional, behavioral, and therapeutic activities.
2. Participate as a member of staff teams addressing the education process of students with disabilities.
3. Maintain a professional relationship with all school personnel who are involved in the educational process of students with disabilities.
4. Maintain a physical classroom environment that is conducive to the learning process.
5. Promptly complete and forward all records requested by administration.
6. Attend all required meetings.
7. Be consistent in program content and expectations of students and other classroom staff.
8. Keep appropriate student and classroom records.
9. Make effective use of instruction materials and demonstrate effective methods of instruction to ensure that the individual student performance levels, needs, and abilities are addressed.
10. Exercise behavior management and maintain control of students assigned to his/her care.
11. Participate and occasionally assist in the organization of meetings, committees, and special functions.
12. Conduct oneself in a professional manner and maintain a positive image during the workday and at all work-related activities.
13. Abide by all district policies and procedures and demonstrate competencies specified in the Michigan Special Education Rules and Regulations.

***The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.***

### **SUPERVISORY RESPONSIBILITIES**

Not Applicable

### **QUALIFICATIONS**

**Education:** High School Diploma or General Education Diploma (GED)

**Experience:** Minimum of one year of related experience is preferred.

#### **Other knowledge, skills and abilities:**

1. Ability to work with students with Moderate Cognitive Impairments.
2. Demonstrated aptitude for work to be performed, such as, but not limited to: positive work ethic, well organized, strong communication skills, basic technology skills, and flexibility to work with diverse students and staff.
3. Ability to provide positive behavioral support to students in a group and in an individual setting.
4. Demonstrated understanding of the federal, state, and local mandates governing the determination and delivery of special education services.
5. Ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community members.
6. Excellent human relations skills and a working knowledge of the English language in written and verbal form.
7. Ability to maintain confidentiality.
8. Communication skills – ability to express ideas clearly and concisely, in writing and verbally.
9. Interpersonal skills – cooperative, courteous, flexible, good natured, and concerned with being helpful and making a good impression.
10. Effective work skills – conscientious, persistent, resourceful, productive and active.
11. Assist in the preparation of instructional materials for teaching and for display in the classroom.
12. Under the direction of the classroom teacher, evaluate student performance using formal and informal assessment activities and measures.
13. Lead small group activities consistent with stated expectations.
14. Implement the use of technology to assist student with communication and instruction; collect and document student data; develop and complete documents; communication (email); Medicaid billing.
15. Consistently implement universal precautions to assist with maintaining a healthy school environment, personal health, and the health of each student.
16. Assist teachers in implementation of classroom discipline, establishing a positive learning environment, and implementation of students' behavior plans.
17. Demonstrate competencies in student behavior management.

### **PHYSICAL DEMANDS**

Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant walking, bending, standing, stooping, and possible physical interventions in

order to maintain a safe learning environment Assignment may require the ability to physically move students or equipment weighing up to 50 lbs, position students in specialized equipment, and/or change diapers as needed.

***Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.***

## **WORK ENVIRONMENT**

Special Education classroom and community environment at Clinton County RESA Educational Center – Children with special needs.