

# DeKalb County School District

## Position Specification

Title: Paraprofessional, Special Education

<b>DIVISION:</b> School-Based	<b>GRADE:</b> 107
<b>DEPARTMENT:</b> School-Based	<b>WORKDAYS:</b> 186
<b>REPORTS TO:</b> Principal	<b>FLSA STATUS:</b> Non-Exempt
<b>RETIREMENT:</b> Teachers Retirement System	<b>APPROVED (HR):</b> July 1, 2019

### General Statement of Job

Under general supervision, supports teachers in meeting the educational, behavioral, and social emotional needs of students in the classroom and community.

### Specific Duties and Responsibilities

#### Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

<ul style="list-style-type: none"> <li>Assists students with physical needs including feeding, toileting, lifting, and mobility</li> </ul>
<ul style="list-style-type: none"> <li>Assists students with health care procedures including hygiene and medications as needed for daily care</li> </ul>
<ul style="list-style-type: none"> <li>Provides small group and/or individualized instruction to students, in accordance with lesson plans developed by the teacher</li> </ul>
<ul style="list-style-type: none"> <li>Monitors students before and after school and during other non-instructional transitional periods</li> </ul>
<ul style="list-style-type: none"> <li>Assists teachers with daily classroom management activities designed to ensure that students demonstrate behavior that is conducive to an effective learning environment</li> </ul>
<ul style="list-style-type: none"> <li>Assists teachers with assessment of student performance (standardized and non-standardized testing) and other recordkeeping tasks</li> </ul>
<ul style="list-style-type: none"> <li>Assists teachers with the development and organization of appropriate instructional materials for use with students and ensures the availability of these materials prior to scheduled instructional segments</li> </ul>
<ul style="list-style-type: none"> <li>Performs other duties as assigned</li> </ul>

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**Education and/or Experience:**

High school diploma or GED required. Minimum sixty (60) semester hours or ninety (90) quarter hours of college courses completed.

**Certificates, Licenses, Permits:**

Must obtain valid Professional Standards Commission approved paraprofessional certificate.

**Knowledge, Skills & Abilities:**

**Knowledge of** normal and abnormal child development; educational principles and approaches pertinent to children with traumatic brain injuries; children with various intellectual and learning disabilities; special needs preschool children, visual, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; security and safety procedures; child development; first aid; and principles of teaching.

**Skill in** oral, written and interpersonal communications, including communications for sight, hearing and speech impaired; establishing and/or facilitating individualized and group special education and vocational and community skills training programs for the disabled; speech and language programs; teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; operation of basic office equipment; conflict resolution; basic mathematics; record keeping; classroom management; crisis intervention; and behavioral management.

**Ability to** understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities; provide individual and group instruction in students' homes, the classroom and specialized facilities; enhance student and parental competence; incorporate formal and informal outside resources into educational processes; follow written and oral instructions and direction; maintain confidentiality; manage multiple tasks simultaneously; and operate basic office equipment including but not limited to copier, computer, and calculator.

**ADA Requirements:**

**Sedentary Work:** Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all sedentary criteria are met.

**Reaching:** Extending hand(s) and arm(s) in any direction.

**Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

**Talking:** Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

**Hearing:** Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

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**Vision:** The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

**Repetitive Motions:** Substantial movements (motions) of the wrists, hands, and/or fingers.

**Performance Factors:**

**Interaction with Others:** Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

**Concentration:** Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

**Stressful Circumstances:** Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

**Independent Judgment:** Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

**Decision Making:** Ability to make appropriate business decisions.

**Organizational Skills:** Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

**Attention to Detail:** Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

**Public Contact:** Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

**Attendance and Dependability:** Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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