

Paraprofessional Specialist

Purpose Statement

The job of Paraprofessional Specialist is done for the purpose/s of assisting in the supervision and instruction of severely /moderately disabled special needs students under the supervision of a certificated teacher; observing and documenting student progress; implementing plans for instruction; and assisting students by providing for special health care needs.

Essential Functions

- Adapts classroom activities, assignments and/or materials under the direction of the teacher for the purpose of providing an opportunity for all special education students to participate in classroom activities.
- Assists special education students requiring daily care (e.g. Toileting, feeding, dressing, suctioning, tube feeding, lifting, positioning, etc.) for the purpose of providing appropriate care of medically fragile and/or physically handicapped students and/or developing students daily living and behavioral skills.
- Confers with teachers and/or therapist as appropriate for the purpose of assisting in evaluating special education student progress and/or implementing IEP objectives.
- Directed and guided by the appropriate therapist for the purpose of providing carry-over of therapy routines and/or strategies.
- Implements academic instruction assigned by a teacher or therapist for individuals or small groups for the purpose of meeting learning goals, as described by an IEP and/or district benchmarks.
- Implements behavioral plans designed by IEP team for students with behavior disorders or other handicapping conditions for the purpose of assisting in meeting special education students needs and providing a consistent environment.
- Instructs special education students (e.g. Counting, colors, behavioral skills, daily living skills, verbal skills, etc.) For the purpose of implementing goals for remediation of student deficiencies and ensuring students success.
- Maintains instructional materials and/or student files/records (e.g. adapting instructional materials, checking papers, attendance, audio visual equipment, set up projects, etc.) for the purpose of ensuring availability of items and/or providing reliable information.
- Monitors special education students (e.g. Lunch, playground, classroom, field trips, etc.) For the purpose of providing a safe and positive learning environment.
- Participates as a provider in the recording, reporting and gathering of data for the Direct Service Claiming (DSC) program for the purpose of meeting DSC requirements.
- Performs record keeping (daily data on instruction and/or behavior) and clerical functions (e.g. correcting papers, copying, instructional materials, etc.) for the purpose of supporting the teacher in providing necessary records/materials.
- Responds to emergency situations (e.g. Injured student, fights, etc.) For the purpose of resolving immediate safety concerns.

Other Functions

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

Minimum Qualifications

Mental Requirements

Learning Development- Level B Sufficient to read and write technical information and instructions, perform basic arithmetic calculations, understand commonly used procedures and methods, or operate equipment that requires some training. Learning development is equivalent to completion of a high school curriculum.

Problem Solving - Level 1 Work situations are routine and regularly recurring, requiring attention and concentration, but limited discretion, consideration, and planning to adequately respond and carry out work activities.

Physical Requirements

Physical Skill - Level A Basic level of learned physical skill is required. No special coordination beyond that used for normal mobility and handling of everyday objects and materials is needed to perform the job satisfactorily.

Physical Effort - Level 2 Job requires light physical effort as a part of regular work routine, such as frequent standing and walking; frequent lifting, guiding, and/or carrying of light-weight materials or equipment; occasional periods of sustained effort.

Social Requirements

Human Relations Skill- Level B Job requires patience in communication and well-developed verbal skills to exchange technical or complex information with individuals or small, informal groups. skills in establishing harmonious relationships and gaining cooperation are important.

Scope of Contacts - Level 1 The important job contacts are with peers in the immediate work group and immediate supervisor. Occasional contact with individuals outside the organization may occur.

Work Environment

Performance Environment - Level A Changes in environments, work pressure, disturbances of work flow, and irregularities in work schedule are infrequent.

Physical Working Conditions - Level 3 Frequent exposure to moderately hazardous conditions resulting in significant threat to health and safety. undesirable assignments.

Accountability

Level of Accountability -Level B Responsible for producing journey-level work output on an independent basis subject to supervisory direction and review.

Organizational Impact - Level 1 Work results impact the immediate work section with little effect beyond. Responsible for results or services that facilitate the work of others in a specific work group.

Experience, Education, and Certifications

Experience: Job-related experience is desired.

Education: Highschool diploma or equivalent

Certifications/Clearances: Must possess a valid Arizona DPS Level One IVP Fingerprint Clearance Card while employed. CPR/ First Aid Certificate.

Compensation Details

FLSA Status: Non Exempt

Pay Schedule: Hourly - Grade 109

Work Calendar: Support 9 Month