



Job Description

Platte County School District

Paraprofessional Level 2 - Intensive Behavior and Personal Care

Purpose Statement

The job of Paraprofessional Level 2 - Intensive Behavior and Personal Care is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for improving student success in basic academics (reading, language ad/or math);relieving teachers of clerical tasks; assisting students by modeling learning skills;assisting in the instruction of individual or small groups of students in a variety of subject areas; assisting in the implementation of a behavior modification program; monitoring and reporting student behavior and performance; and performing a variety of clerical duties as assigned.

This job reports to Director of Special Services & Early Learning

Essential Functions

- Adapts equipment under guidance of therapist and teachers (e.g. seating, tables, desks, computer hardware, etc.) for the purpose of providing optimal positioning and increased independence of special education students.
- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers classroom assignments, tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the instructional process.
- Assesses students for the purpose of supporting IEP modifications and accommodations, implementing district benchmarks and IEP goals.
- Assists students with personal care needs (e.g. diapering, toileting, lifting and moving students, etc.) for the purpose of meeting immediate health care needs and developing children's dealing living activities and behavioral skills.
- Assists students, individually or in small groups, with lesson assignments (e.g. reading stories, listening to students read, providing writing assistance, reinforcing English lessons, providing spelling practice, facilitating activities, modeling conversation and behavior, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.
- Assists administrators and other staff members in the orderly, expedient and safe transition of students from one location to another for the purpose of ensuring safe movement of students to required areas.
- Builds rapport and trusting relationships with students and staff for the purpose of promoting a safe and secure learning environment.
- Communicates with supervising instructional staff and professional support personnel (e.g. teachers, parents, counselors, and other school and outside agency personnel, etc.) for the purpose of assisting in evaluating progress and implementing IEP objectives.
- Documents observations of student performance in academic and school activities (e.g. social skills, behavior, assignments, etc.) for the purpose of providing written records and complying with mandated requirements.

- Implements students' behavior plans and performance, under the direction of assigned classroom teacher, (e.g. modeling conversation, behaviors, listening, etc.) for the purpose of providing feedback to students, teachers and others involved in the provision of services in accordance with IEPs; maintaining a safe and positive learning environment.
- Maintains a variety of manual and electronic instructional files and records for the purpose of providing written reference and meeting mandated requirements.
- Manages assigned processes and activities (e.g. reports, goals, daily work materials, work spaces, equipment, etc.) for the purpose of ensuring availability of inventory for assigned learning and social activities; providing optimal positional and increased independence for special education students.
- Participates in meetings and in-service presentations (e.g. first aid, CPR, CPI, emergency processes, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Prepares a variety of written and electronic documents and/or materials (e.g. correspondence, program descriptions, parent notices, IEP goals implementation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides sensory intervention and instruction (e.g. under guidance of therapist and instructor, etc.) for the purpose of implementing IEP goals; keeping students calm and ready to learn; providing assistance in adapting to mainstream classrooms.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective implementation of Level 2 student care and learning.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: handling hazardous materials; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records; communicating successfully with students assigned.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: child guidance principles and practices, especially as they relate to students with learning disabilities; basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading; instructional materials and techniques used in Special Education; safe practices in classroom and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; child development and learning styles; reading and writing communication skills; record keeping techniques; methods of instruction and training; school safety and security practices; stages of child development.

ABILITY is required to schedule activities and/or meetings; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Specific ability based competencies required to satisfactorily perform the functions of the job include: lift children; learning the methods, procedures, functions and limitation of assigned duties; supervising and disciplining students according to approved policies and procedures; modeling appropriate social skills, social interaction and appearance; applying behavior modification techniques developed for classroom use; writing observations and document student behavior; intervening positively in, and diffusing potential confrontations among students; printing and writing legibly; making arithmetic calculations quickly and accurately; understanding and following oral and written directions; communicating effectively orally and in writing with children and adults; reading, interpreting and following rules, regulations, policies and procedures; establishing and maintaining effective and empathetic working relationships with others; maintaining confidentiality; and understanding the exceptional needs of special education students.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

Generally the job requires 60% sitting, 20% walking, 20% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience is required.

Education (Minimum): High school diploma or equivalent.

Education (Preferred): 60 college credit hours

Required Testing

None Specified

Certificates and Licenses

CPR Certificate
DESE paraprofessional exam completion
First Aid Certificate
successful passage of Frontline substitute teacher training

Continuing Educ. / Training

Mandated Reporter Training
District Required Trainings

Clearances

Criminal Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

Revised Date