

Elkhart Community Schools

Position Description

Position Title:	Paraprofessional – Special Education
Qualifications:	<p><i>Required:</i> Completion of at least 48 hours of earned college credit at an institution of higher education, or obtained an Associate’s degree (or higher), or met a rigorous standard of quality and can demonstrate, through a formal State or local assessment (Para Pro Assessment Test): (a) knowledge of, and the ability to assist in instructing reading, writing, and mathematics, or (b) knowledge of, and the ability to assist in instructing reading readiness, as appropriate. Experience working with children; wholesome and understanding attitude toward children; ability to use proper English and communicate well; pleasing personality; willingness to learn and expand general knowledge; ability to take initiative and work independently. CPR certification for infants and adults. Must have a valid Driver’s License in good standing. Regular and timely attendance is an essential function of this position.</p> <p><i>Preferred:</i> 3+ years in special education classroom or community agency servicing special populations. Willingness to learn and expand general knowledge; ability to take initiative, implement service plans with fidelity, and work independently.</p>
Special Requirements:	<p>Must successfully complete the following within the prescribed probationary period: Acquire and maintain specialized Crisis Prevention Institute (CPI) training, including annual recertification; Acquire and maintain Trauma Informed Care district continuing education; Complete a minimum of 8 additional hours of specified training each year. Maintain CPR certification. Must be able to lift up to 50 pounds. Require specialized training in an area needed for serving students with special needs, including the necessity to use de-escalation and therapeutic holds.</p>
Department:	Exceptional Learners
Reports to:	Building Principal and Director of Exceptional Learners
Prepared by:	Anthony England
Approved by:	W. Douglas Thorne

Date: 9/23/2024

SUMMARY: Assist the special education teacher(s) in providing paraprofessional services that enhance the school’s special education program designed to meet the unique needs of students with identified. This paraprofessional is expected to work in a fast-paced, dynamic, and often intense environment to provide specialized programs to children diagnosed with physical, language, communication, behavioral and/or developmental delays/impairments. The program is individualized to meet the needs of each child including the goals of decreasing problem and aggressive behavior, developing communication methods, and promoting skill acquisition. This person will work in a team environment to address individual student needs through procedures including data collection and analysis, communication development, and skill/behavior acquisition.

ESSENTIAL DUTIES AND RESPONSIBILITIES *(Other duties may be assigned):*

1. Collaborate with the program team including students, teachers, paraprofessionals, Behavior Analyst, Speech Pathologists, Occupational Therapists, School Psychologists, Social Workers, and Administrators.
2. Implement the student’s Individual Education Plan with fidelity. Monitor, collect, record, and summarize data related to the student’s progress toward IEP goals and objectives as directed by the teacher.
3. Assist students with their personal hygiene and other medically necessary needs. Follow and record data for prescribed toilet training protocols, if relevant.
4. Utilize safe and appropriate handling procedures when working with students.
5. In the area of lifting, follow training and instruction, use proper techniques to safely transfer students from a variety of positions using proper body mechanics – wheelchair to floor, wheelchair to toilet – Lifting – one-man, two-man or electronic patient lift; Transfers – pivot, transfer belt, patient lift, transfer board; Positioning in wheelchair; assembling/disassembling and/or lifting equipment such as wheelchairs, walkers, standers.
6. In the area of physical assistance, following initial instruction, use proper techniques to perform a variety of therapeutic exercises as directed by therapy staff/teacher. Implement exercise programs such as range of motion

under the direction of PT and/or OTR; physical assistance during PE (pushing wheelchair, hand-over-hand assist); physical assistance during swimming (get in the pool).

7. Follow instruction, use proper techniques to operate a variety of adaptive equipment including: standers, wheelchair, Hoyer lift, orthotics, and other positioning equipment.
8. Implement Crisis Prevention Intervention techniques appropriately, as needed.
9. Collect, record, and summarize data on observable student behavior according to behavior intervention plan.
10. Assist school staff with preparing instructional materials.
11. Supervise activities, school bus, restrooms, halls, and study periods; help in the cafeteria; accompany students while in a community setting and on field trips; similar responsibilities.
12. Maintain confidentiality.
13. Maintain a clean, safe, and organized work environment.
14. Attend training facilitated by the Department of Exceptional Learners to maintain and acquire technical knowledge with a minimum of 8 hours per school year.
15. Complete pre-trip inspections and operate the activities bus.
16. Assist in the transportation and supervision of students on community-based outings or job sites.
17. Demonstrate the ability to work harmoniously with all people with whom he/she comes in contact, both within the school family and in the community at large.
18. Regular and timely attendance is an essential function of this position.
19. Perform other such appropriate duties and responsibilities as directed by the principal or classroom teacher.

ADDITIONAL RESPONSIBILITIES BASED ON SPECIFIC SPECIAL EDUCATION PARAPROFESSIONAL POSITION:

Paraprofessional- Emotional Disabilities

- Offer support to students with emotional or behavioral challenges, helping them develop effective coping strategies and social skills.
- Assist in modifying and adapting curriculum and instruction for students with disabilities in the general education classroom.
- Support the implementation of discipline procedures in accordance with classroom and school rules.
- Monitor and document student progress toward established goals, maintain data records, generate reports, manage instructional materials, and prepare teaching resources as directed by the teacher.

Paraprofessional– Special Education (Intense and Behavior Support (former RBT))

- Adhere to assigned behavior skills acquisition and behavior reduction protocols, and record data for prescribed toilet training protocols when applicable.
- Assist school staff in conducting skill acquisition and behavior reduction assessments.
- Implement the VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program) in elementary classrooms based on the skills acquisition plan.

Paraprofessional- Mild Interventions

- Support the enforcement of student discipline in line with classroom and school rules and procedures.
- Assist in modifying and adapting curriculum and instruction to support students with disabilities in the general education classroom.

Supervisory Responsibilities: Supervise students and/or specific work assignments as determined by the Building Principal or designee. All services are performed under the direct supervision of professional individuals.

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. 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: Completion of at least 48 hours of earned college credit at an institution of higher education, or obtained an Associate's degree (or higher), or met a rigorous standard of quality and can demonstrate, through a formal State or local assessment (Para Pro Assessment Test): (a) knowledge of, and the ability to assist in instructing reading, writing, and mathematics, or (b) knowledge of, and the ability to assist in instructing reading readiness, as appropriate. CPR certification for infants and adults. Must have a valid Driver's License in good standing.

Additional requirements: *Preferred:* 3+ years in Intense special education classroom or community agency servicing special populations. Willingness to learn and expand general knowledge; ability to take initiative, implement service plans with fidelity, and work independently. Regular and timely attendance is an essential function of this position. Must be able to acquire and maintain training in the following areas: Basic and Advanced Crisis Prevention Intervention, Trauma Informed Care training, and a minimum of 8 additional hours of specified training.

Language Skills: Must be able to receive detailed information through oral communication. Must be able to read and comprehend written communication. Must have manual dexterity to perform specific data collection functions with electronic devices.

Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Other Skills and Abilities: Empathetic and understanding attitude toward children; ability to communicate well with people; neat personal appearance, pleasing personality; willingness to learn and expand general knowledge. Ability to learn and manipulate technology, including computers, iPads, Augmentative Adaptive Communication devices (AAC), and other adaptive equipment.

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 which may include physically managing a student with significant behaviors.

Must be able to lift up to 50 pounds. Must be able to lift and carry clients with adaptive equipment. Must be able to assume and maintain a variety of postures, including sitting on the floor, kneeling, squatting, crawling, and standing for an extended period of time. Must be willing and able to use therapeutic holds and utilize quick body movements as indicated in the Behavior Intervention Plan and/or Individualized Education Plan.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Must be able to remain calm and follow a specific protocol when a student is in crisis. The noise level in the work environment is moderate to loud. There is the possibility of exposure to verbal aggression, physical aggression, bodily fluids, and property disruption.

The incumbent will be expected to operate an Activities Bus to transport students to community based outings. This is not required for those serving in an Elementary or Middle School position.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.