

Vail School District Job Description

Job Title: SPECIAL NEEDS PARAPROFESSIONAL SUPPORT SPECIALIST

Department: School or Multiple School Sites

Reports to: Principal

FLSA Status: Non-exempt

Classification: Level 10

Revised: June 10, 2014

SUMMARY

Facilitates and provides alternative instruction and behavior management to identified students in special education under the general supervision of the inclusion specialist, teacher, or special education coordinator. The Paraprofessional Specialist will use advanced skills and knowledge related to early childhood development and intervention, students with disabilities, transitional programs, technology, health and safety, and physical therapy or occupational therapy for students with disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Supports and appropriately motivates students during academic, social, and functional activities as indicated in students' IEPs.
- Works with and supports other professionals, including but not limited to, speech therapist, case manager, occupational and physical therapists, and other approved related service providers.
- Assists in the delivery of related services (physical therapy, occupational, speech therapy) as directed by the related service providers and special education teacher.
- Submits required paperwork, including MIPS (Medicaid in the Public Schools) within the designated timeframes.
- Appropriately communicates with classroom teacher and special education teacher by sharing ideas and concerns about assigned students in a timely manner.
- Provides physical assistance to assigned students, when needed during school hours, on campus or off campus (e.g., field trips, assemblies, playground, lunch, specials, community-based instruction).
- Provides support for activities of daily living as needed including, but not limited to, toileting, feeding, mobility, and transfers.
- Follows proper techniques in restraint, handling and lifting students.
- Maintains student confidentiality, share effective strategies and essential information with school staff who have a direct educational interest.
- Demonstrates an in-depth understanding of the identified students including learning style, capacity, preference and triggers for problem behaviors.
- Implements alternative curriculum, academic support and daily routine.
- Assists with the design of alternative curriculum and instruction, as assigned.
- Assists with the design of positive behavioral interventions, as assigned.
- Implements positive behavioral interventions.

- Contributes to the development of the identified students' IEP. Attends IEP and MET meetings as assigned by the inclusion specialist or special education teacher.
- Effectively manages risk related to special needs students in the school environment and in the community.
- Demonstrates the ability to make immediate decisions to protect the health and safety of the identified students and of others in the environment.
- Coordinates behavioral, social and academics interventions with site based service providers including psychologists, speech therapists, occupational therapists and physical therapists.
- Assists with the maintenance of the alternative classroom environment, as assigned.
- Reports supply and maintenance needs to the special education teacher.
- Establishes and maintains positive and clear communication with each identified student, site staff, families, representatives from behavioral health agencies, community based provider agencies and the juvenile justice system.
- Clearly and effectively articulates the learning goals and student progress to school staff, families and representatives from community agencies.
- Maintains daily behavior data documentation and tracks progress.
- Maintains alternative classroom files.
- Researches options for community based instruction.
- Supervises students during community based instruction, as assigned.
- Participates in additional staff development opportunities in areas such as: positive behavior supports and intervention, managing aggressive behavior, sign language, alternative curriculum design as assigned by the special education teacher and/or special education coordinator.

SUPERVISORY RESPONSIBILITIES

This position does not have direct supervisory responsibilities. This position may provide indirect supervision of other special education paraprofessionals, substitute teacher or outside agency provider staff when they are present at the school site, as assigned by the special education teacher.

QUALIFICATIONS

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 EXPERIENCE

- Associates degree or higher in related field and a minimum of two years experience working with children with special needs.
- Or an equivalent combination of relevant education, training, and/or experience as approved by the Director of Special Education.

ABILITIES

Ability to demonstrate knowledge and proficiency in working with computers, iPads and other types of technology and assistive technology devices.

LANGUAGE SKILLS

Ability to listen and obtain clarification. Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to speak effectively to others.

ETHICS, JUDGEMENT, PROFESSIONALISM

Ability to manage difficult or emotional and behavioral situations. Consistently and appropriately responds to requests for assistance in a positive proactive manner.

Treats others with respect and dignity. Makes effective and timely decisions. Exhibits sound and accurate judgment. Supports and explains reasoning for decisions. Includes appropriate people in decision-making process. Reacts well under pressure. Accepts responsibility for own actions.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply concepts such as fractions, percentages, rates, ratios and proportions to practical situations. Ability to draw and interpret graphs.

REASONING ABILITY

Ability to apply common sense and carry out instructions furnished in written, oral or diagram form. Identifies and resolves problems in a timely manner. Gathers and analyzes information skillfully, developing alternate solutions. Finds creative solutions to problems. Uses reason when dealing with emotional topics and situations.

CERTIFICATES, LICENSES, REGISTRATIONS

Must obtain and maintain a valid Arizona Fingerprint Clearance Card. Ability to obtain and maintain CPR and First Aid certifications.

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. While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to climb or balance and stoop, kneel, crouch, crawl. The employee is occasionally required to taste, or smell. The employee must regularly lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and 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. Will include working outside in all types of weather, including direct summer sun. The noise level in the work environment may at times be very high. Reasonable accommodations may be made to enable individuals with disabilities perform the essential functions.