



Paraprofessional – Level 2 Intensive Behavior/Personal Care

FLSA Status:

Non-Exempt

Qualifications

High School Diploma or
Equivalent - Required

Certification and Licenses:

60 college credit hours or successful passage of
the DESE approved paraprofessional exam or
successful passage of Frontline substitute
teacher training

Clearances:

Criminal Justice
Fingerprint/Background
Clearance

Support Staff Salary Schedule:

Range 13

Experience:

Job related experience desired

Reports to

Building Administrator and Executive Director of Pupil Services

Terms of Employment

179 days 7.5 hours per day, with benefits according to Board policy

Purpose Statement

The job of Paraprofessional – Level 2 Intensive Behavior/Personal Care is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for improving student's success in basic academics (reading, language and/or math); relieving teachers of clerical tasks; and assisting students by modeling the skills necessary to perform assignments. All plans for a lesson originate through the classroom teacher.

This job is distinguished from similar jobs by the following characteristics: the Level 2 Intensive Behavior/Personal Care Paraprofessional spends the majority of the time working with children daily with extensive behavioral or personal care needs.

Essential Job Functions

- Adapts equipment under the guidance of therapist and teachers (e.g. seating, tables, desks, computer hardware, etc.) for the purpose of providing optimal positioning and increased independence for special education students.
- Adapts classroom activities, assignments and/or materials under the direct of the supervising teacher for the purpose of supporting and reinforcing classroom objectives and/or IEP goals.
- Assists students with daily personal care (e.g. bath rooming, eating, etc.) for the purpose of developing daily living activities and behavioral skills.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. diapering, tube feeding, colostomy bags, etc.) for the purpose of meeting immediate health care needs and/or developing children's daily living activities and behavioral skills.
- Assesses students for the purpose of supporting IEP modifications and accommodations, district benchmarks and IEP goals.
- Attends diligently to the safety of children and surroundings for the purpose of maintaining a safe and secure learning environment.

- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Builds rapport and trusting relationships with students for the purpose of promoting a safe and secure learning environment.
- Collects and inputs data for case manager for the purpose of following established procedures.
- Communicates with supervising instructional staff and professional support personnel (e.g. teachers, counselors, etc.) for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Completes required documentation in a timely manner for the purpose of completing daily logs and student's hourly activities.
- Follows and collects data on success plans and/or behavior intervention plans for the purpose of promoting appropriate school behaviors.
- Models conversation, behaviors, cleanup activities, listening, and everyday interactions for the purpose of maintaining a safe and positive learning environment.
- Assists in delivering behavior documentation for the purposes of supporting students on IEP goals.
- Attends to the safety of children and surroundings for the purpose of maintaining a safe and caring learning environment.
- Monitors students during assigned periods within a variety of school environments (e.g. bus stop, crosswalk duty, playground, classroom, field trip, assembly, cafeteria, etc.) for the purpose of maintaining a safe and positive learning environment.
- Prepares and organizes daily work materials and work spaces for the purpose of ensuring availability of items and providing written documentation.
- Provides sensory interventions under the guidance of therapist and teachers for the purpose of keeping students calm and ready to learn.
- Provides instruction to students under the direction of the classroom teacher for the purpose of implementing IEP goals assisting in adapting to mainstream classrooms and ensuring student success.
- Responds to emergency situations for the purpose of resolving immediate safety concerns.
- Consistent and regular attendance is an essential function of the position.
- Required to use time clocking system for clocking in and out each day they are scheduled to work. Clocking must reflect true time worked.
- Ability to work to implement the vision and mission of the District.

Other Job Functions

- Assist with field trips and class supervision
- Assist with preparation of bulletin boards, learning centers, etc.
- Arrange instructional materials for the classroom
- Attend meetings/training as requested
- May be assigned routine clerical duties such as filing, typing, etc.
- May be assigned to specific assignments such as study halls, cafeteria supervision, media center, in school suspension, after school detention, etc.
- Demonstrate professionalism and appropriate judgment in behavior, speech, dress, and appropriate professional manner for the work setting.
- Demonstrates effective human relations and communication skills.
- Adhere to all district rules, regulations, and policies.
- Adheres to good safety practices
- All other duties as required or assigned.

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet change job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percent, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; stages of child development and learning styles; and age appropriate activities.

ABILITY is required to schedule activities; collate data; and use basic, job-related equipment. Flexibility is required to work with other; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communication with diverse groups; maintaining confidentiality; setting priorities; working as part of a team; and working with frequent interruptions.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 34% sitting, 33% walking, and 33% standing. This job is performed in a generally clean and healthy environment.