

## **Rapid City Area School District 51-4 JOB DESCRIPTION**

### **I. POSITION TITLE:**

Paraprofessional – Behavioral Skills

### **II. QUALIFICATION/REQUIREMENTS:**

- A. Education Level: Meet one of the following paraprofessional requirements as defined by law: forty-eight (48) semester credits, an Associate's degree or higher from an accredited college, or successful passing of the Paraprofessional Assessment.
- B. Experience Desired: The special education Paraprofessional in a Behavioral Skills program assists the certified teacher in general daily classroom activities, which may include the following, but are not limited to: helping students that have an identified disability, caring for the individual student's physical health/emotional health/safety, affirming the student's abilities, implementing Positive Behavior Intervention Plans, and striving to promote dignity in all relationships. Students in a Behavioral Skills program may qualify for Special Education Services with one of the following Primary Handicapping Conditions: Emotionally Disturbed, Other Health Impaired, Autism, or Multiple Disabilities. Students in a Behavioral Skills program may demonstrate behavioral, social, and emotional deficits. Previous experience in a K-12 academic setting addressing these areas preferred.
- C. Other Requirements: Regular attendance is essential. Ability to work unsupervised. Maintain a regular work schedule as determined by the supervisor. Excellent oral and written communication skills. Demonstrate computer proficiency with experience in word processing, databases, and spreadsheets. Confirmed ability to work as a team member and demonstrated organizational skills required. Demonstrate positive attitude towards people with whom one works. Ability to work cooperatively and willingness to accept instructions and training. Demonstrate safe work habits. Ability to assist with student personal care and hygiene. Ability to successfully complete and implement Safe Crisis Management (SCM) at highest level possible or required for position.

### **III. REPORTS TO:**

Building Principal

### **IV. RECEIVES GUIDANCE FROM:**

Teacher/Occupational and Physical Therapists/Speech Therapists

**V. SUPERVISES:**

A. None

**VI. BASIC FUNCTION/PURPOSE OF POSITION:**

Actively assist the special education teacher in all facets of the instructional process.

**VII. WORKING CONDITIONS:**

This is a full-time position and most of the work will be done in the general education and special education classrooms as directed by the Special Education Teacher. The Behavioral Skills Paraprofessional primarily works with students on individual academic needs and behavior intervention. The Behavioral Skills Paraprofessional may also occasionally assist students with self-care needs.

**VIII. PHYSICAL DEMANDS:**

Good physical health including ability to occasionally lift or transfer up to 50 pounds, reach above shoulder, push/pull, navigate stairs, use hands for repetitive simple/firm grasping and manipulating and; frequently sit/stand/walk for up to 8 hours per day, bend/stoop, crawl, squat, crouch, and kneel.

**IX. ESSENTIAL FUNCTIONS AND DUTIES:**

- A. Demonstrate strict standards of confidentiality.
- B. Assist the classroom teacher in the instructional process both within the school and at community work sites.
- C. Assist in the implementation of the Individual Education Plan (IEP). (Cognitive/self help/language/social/behavior/motor.)
- D. Assume responsibility for small group and 1-1 instruction as directed by classroom teacher both at school and within community work sites.
- E. Knowledge of and ability to deal with medical and physical problems associated with children with disabilities, including personal care and hygiene.

- F. Transport a small group of students to and from in regional work sites or community instructional setting in school vehicles or at the mileage rate established by the board of education.
- G. Administer medication as directed upon completion of training.
- H. Assist in the implementation of physical, occupational, and speech therapy as instructed by therapists.
- I. Assist regular educators in the inclusion process as scheduled.
- J. Assist students in gaining highest level of independence possible through shaping, modeling, and prompting.
- K. Participate in building and district wide staff development activities.
- L. Assist in the accurate maintenance of daily record keeping, data collection of confidential and non-confidential student records.
- M. Assist in the maintenance of an orderly classroom and a healthy, positive learning environment in the classroom.
- N. Immediate supervisor will determine work schedule.
- O. Maintain confidentiality regarding school/workplace matters.
- P. Responsible for energy conservation practices throughout the district.
- Q. Monitor and comply with federal, state and district policies and procedures.
- R. Perform other duties as assigned.

**X. EVALUATION:**

Performance of this position will be evaluated in accordance with provisions of the board of education's policy on evaluation for support staff.

**XI. TERMS OF EMPLOYMENT:**

Nine (9) month work year. Salary and work year as established by the board of education.

The above description is intended to describe the general content of the requirements for the performance of this job. It is not to be construed as an exhaustive statement of duties, responsibilities, or requirements.

Recommended By:

Date:

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Director of Human Resources, RCAS

Approved By:

Date:

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Superintendent, RCAS

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