

Position Title: American Sign Language Paraprofessional

Reports To: Principal/Special Education Director

SUMMARY:

The Paraprofessional assists in creating and sustaining a community of learners through the development of a positive classroom and school culture, by holding rigorous and high expectations for students, and by utilizing quality instructional practices matched to student learning needs. The Special Education Paraprofessional assists professional staff in implementing individualized student programs for students with specific academic, medical, physical and/or other needs. The General Education Paraprofessional assists professional staff in implementing the goals of the classroom and/or program. The Paraprofessional collaborates and maintains high levels of communication with professional staff regarding student(s) progress and well-being.

YPSILANTI COMMUNITY SCHOOLS EXPECTS THAT EACH PARAPROFESSIONAL:

- Commits to ongoing learning to develop the craft of teaching: encouraging, supporting and mentoring students to do the same.
- Commits to high expectations for students, developing a vision of success for each student and moving that student towards its achievement.
- Commits to positive relationships and communication, promoting and modeling a safe and supportive learning culture for all.
- Commits to honoring all students, embracing their community and diversity.
- Commits to establishing a learning environment that is accountable for effective instruction, assessment and data-driven decision-making.
- Commits to using community resources to improve instruction.
- Commits to collegiality and professionalism of self and staff.

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

- Understands how exceptional conditions can interact with the domains of human development and uses this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.
- Creates a positive, engaging classroom environment that is conducive to learning and appropriately responds to the maturity level and interest of the students.
- Works as a team member to solve problems, develop and implement quality programming.
- Participates in special instructional activities to meet program and student goals (e.g., vocational training, transitioning to adult life, etc.).
- Assists teachers and support staff in preparing materials, keeping records, recording student progress and other data collection measures in an objective manner.
- Assists general education colleagues with the integration of individuals with exceptional learning needs in general education environments and engages them in meaningful learning activities and interactions.

- Assists in creating and defining learning targets and communicates them effectively to students.
- Assists in implementing and monitoring IEP through group and individual instruction; including demonstrable skills in following IEP goals to specific related service areas (PT, OT, Speech, augmentative devices, etc.).
- Integrates support service activities into the program's curriculum and the school day.
- Manages and instructs students on appropriate behavior, using positive behavior support strategies consistent with Board policy and the student's behavior plan, if applicable.
- Uses appropriate technologies to support instructional planning and individualized instruction.
- Monitors health needs and implements specialized care programs under the direction of professional staff, if needed.
- Assists with self-care, eating/feeding, dressing, as well as medical intervention if necessary.
- Participates in professional development, maintains appropriate certification and qualifications and keeps current in changing pedagogy.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Acts as a public relations agent for the success and image of the district.
- Communicates effectively and objectively with students, parents, and administration in advocacy of student growth.
- Provides assistance to the operation of the total school program.
- Integrates cultural consciousness in instruction, classroom culture and classroom artifacts.
- Collects and integrates information about community heritage in instruction.
- Adheres to district and school rules and procedures.
- Conducts behavior to demonstrate collegiality and professionalism.
- Regular, predictable attendance

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. 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:

- **Must be fluent in “American Sign Language”**
- High School Diploma or equivalent
- Must be able to implement strategies for student independence.
- Must be able to follow data collection information to support functional behavioral assessment.
- Must have exceptional knowledge and skills in working with student behavior management.

- Must have demonstrable skills in oral feeding programs, using a feeding tube/pump, cauterization procedures, and other sanitization procedures, if needed.
- Must have demonstrable skills and prior experience in following a health care plan, if needed.
- Must have demonstrable skills and prior experience in using two person lifting procedures, training students with the use of a power wheelchair, transfers in and out of a wheelchair and personal care procedures, if needed.
- Must be able to use "Non-Violent Crisis Intervention" techniques and other behavior strategies.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

LANGUAGE SKILLS:

- Ability to read, analyze and comprehend instructions, professional journals and correspondence.
- Ability to effectively present information and respond to questions from groups of educators, students and the general public.
- Ability to express self clearly, both orally and in writing.
- Ability to read, analyze and interpret information.
- Ability to write clear, concise, objective notes regarding activities during the instructional day to third parties (families, outside agencies, others).

TECHNICAL SKILLS:

- Ability to integrate technology into the everyday work flow if necessary.
- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communication mechanisms.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.
- Ability to follow data collection information to support functional behavioral assessment.
- Ability to accurately use district-wide electronic reporting systems for attendance, Medicaid logging, lunch count, etc.

MATHEMATICAL SKILLS:

- Ability to apply the concepts of basic math, algebra and geometry consistent with the duties of this position.

REASONING ABILITY:

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

- Exhibit high level of professionalism with the ability to handle confidential information, use good judgment, plan and handle complex projects and maintain a flexible attitude.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to define problems, collect data, establish facts and draw valid conclusions.
- Ability to apply common sense understanding to carry out detailed written or oral instructions.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Ability to use positive behavior support intervention techniques autonomously.
- Ability to make reasonable student focused decisions autonomously.
- Ability to implement various student plans simultaneously and report factually to the teacher.

INTERPERSONAL SKILLS:

- Ability to build rapport with others and to serve diverse publics.
- Ability to take the initiative, work well with others as a collaborative team member and exhibit good communication skills.
- Ability to work collaboratively and cooperatively with others in a team.

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; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 35 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

The Board of Education does not discriminate on the basis of race, color, national origin, immigration status, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any legally protected category not otherwise listed, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.