

Anoka Hennepin Independent School District #11

Position Standard

Paraeducator - Special Education Intervener

Under supervision, Special Education Intervener Paraeducators teams with Special Education classroom teacher, teacher of deaf/hard of hearing, teacher of blind/visually impaired, and other related services to provide the student with appropriate communication strategies to foster self-expression and independence. Intervener is knowledgeable in a variety of techniques used to support a student with combined vision and hearing losses to make progress in the special education curriculum.

Special Education Intervener Paraeducator's specific duties are individualized according to the needs of the student and the profile of the current educational placement, and may include the following:

Essential Functions:

- Work intensively with students who are deaf / blind.
- Follow student's IEP, modifications, and instructional techniques recommended by related service staff.
- Create, modify, or obtain instructional, experiential learning, or Assistive Technology (AT) materials as needed.
- Accompany and support student across all environments for all school-sponsored activities.
- Foster independence and internal motivation.
- Participate in ongoing, approved training processes in the area of deaf/blindness.
- May provide and support personal care.
- Perform other duties as assigned.

Minimum Qualifications:

- Paraprofessionals who are funded with state or federal special education dollars must meet one of the following requirements:
 - At least two years of college credits (usually 60 credits if earned in Minnesota) through an accredited institution of higher education; or
 - An associate's degree or higher; or
 - A passing score on an approved, formal assessment (see below) demonstrating the knowledge and ability to assist with instruction in reading/language arts, writing, mathematics, or readiness for each.
 - For the first two options, a specific course of college study is not required though the individual must be able to demonstrate the ability to assist with basic skills instruction. In all cases, the individual must demonstrate proficiency in the English language.
 - For the third option, two state-approved assessments are available through the Anoka-Hennepin School District.
- Individuals applying for the position of Special Education Intervener Paraeducator must agree to participate in training on deaf culture, sign language and blindness. Special Education will support the training efforts of the individual selected for this position.

- Personal Care Assistant certification required to be completed within 30 days of start date.
- Ability to work effectively with students with disabilities.
- Good communications, interpersonal and recordkeeping skills.
- Ability / desire to work cooperatively with department and district staff.
- Ability to take direction.
- Ability to maintain regular attendance, which includes completing an assigned day.
- Must be able to lift a minimum of 40 pounds.
- Ability to perform position responsibilities, including physical factors, work devices, materials handling, data functions and people functions, but not limited to: toileting, feeding and self care procedures, implementing behavioral management program; maintaining student data; working with students who may display aggressive, abusive or inappropriate verbal and/or physical behavior.
- Must be physically working in the building.

Preferred Qualifications:

- Completion of interpreter training program preferred.
- Experience working with students who are deaf/blind preferred.
- Proficient using American Sign Language preferred.

The following physical capacities are required:

- Strength:** The ability to manage one’s own weight and the additional weight of equipment or another person in daily duties.
1. Minimum level of strength - dead lift 1/3 body weight or a minimum of fifty pounds.
 2. Carry a minimum of forty pounds at waist level for a distance of sixty feet.
 3. Push, pull, lift and carry a minimum of fifty pounds.
- Flexibility:** The ability to move freely in various directions and the ability to bend or stretch freely in all situations according to work demands.
1. Normal, unrestricted, active range of motion at the back and hips, elbow, shoulder, ankle, knee, neck and wrist.
 2. Functional use of the body in routine movements requiring bending, stretching, reaching, extending, and flexing.
- Endurance:** The ability to maintain effort throughout tasks and the workday, including cardio respiratory endurance.
- Agility:** The ability to change body directions rapidly with fluid movement in order to accomplish a task in a smooth and efficient manner.

Physical Factors include:

- Constant: sitting, twisting/pivot, reaching, repetitive arm, simple grasp, firm grasp, fine manipulating, talking, hearing, near vision (up to 20”), midrange vision, far vision (over 20’), visual accommodation; field of vision;
- Frequent: standing, walking, lifting above shoulder, lifting waist to chest, lifting below waist, carrying, pushing, pulling, climbing, stooping, kneeling, feeling.
- Occasional: exposure to weather when driving to and from district sites is required.