

Anoka Hennepin Independent School District #11

Position Standard

Paraeducator - Special Education Captionist

Under supervision, Special Education Captionist's primary responsibility is the direct real-time transcription in the classroom and the transcription of the hard copy text to students.

Essential Functions:

- Assist in the instruction of students by providing real-time transcription/note-taking in the classroom.
- Edit transcripts.
- Use student feedback to assess effectiveness and adjust accordingly.
- Perform other duties as assigned in support of instructional efforts.

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.
- Must be physically working in the building.
- Must be willing to successfully complete C-Print captioning training.
- Personal Care Assistant certification required to be completed within 30 days of start date.
- Knowledge/ability in phonetics.
- Excellent English and listening skills.
- Ability to understand and summarize while typing.
- Proficient computer and word processing skills and knowledge.
- Typing speed of 60 wpm.
- Must be able to provide information to staff and students regarding the real-time speech-to-print services.
- Must be able to sit for extended periods of time working on a computer or job-related equipment.
- Ability to work effectively with students with disabilities.
- Good communications, interpersonal, and recordkeeping skills.

- Ability to work cooperatively with students and 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.

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.

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The following physical capacities are required (continued):

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 includes:

Constant: walking, pushing, stooping, squatting, repetitive arm, simple grasp, hearing, visual accommodation.

Frequent: lifting waist to chest, lifting below waist, pulling, kneeling, twisting, reaching, tasting/smelling, near vision, midrange vision, depth perception, field of vision.

Occasional: standing, sitting, reclining, lifting above shoulders, carrying, climbing, balancing, crouching, repetitive foot, firm grasp, fingering, feeling, talking, far vision.