



PARAEDUCATOR on SPECIAL ASSIGNMENT (SPECIAL SERVICES)

Classification: Paraeducator on Special Assignment

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Non-Exempt

Employee Group: EAP

This is a standard position description for positions with similar duties, responsibilities, classification, and compensation. Employees assigned to the position description may support the Achieve, Developmental Kindergarten, Developmental Preschool, Extended Resource, GOAL, STRIVE, or Life Skills programs. Employees assigned to the position description may or may not perform all the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the district and the employee and is subject to change as the district's needs and position requirements change.

Part I: Position Summary

Paraeducators perform a variety of instructional, classroom support, and student supervision duties to assist the school and teachers with instruction, supervision, and education of students with special needs.

Students with disabilities (ages 3 to 21) are provided various programs and services.

Developmental Preschool

Sometimes, children need special education services before they enter kindergarten because they have a disability that impacts their ability to participate in age-appropriate activities. These children may receive services in a developmental preschool program.

Developmental Kindergarten

Developmental kindergarten is for students with developmental delays and moderate to severe cognitive, academic, and adaptive delays who may require communication and motor therapy. These students may access a pre-kindergarten curriculum or progress with the typical kindergarten curriculum but with accommodations and modifications.

Extended Resource Program

The Extended Resource Program serves students with mild to moderate delays in general intellectual functioning, which occur concurrently with deficits in adaptive behavior. Based on their needs, the students in the Extended Resource Program receive transportation from their homes to their schools if they require special transportation.

Life Skills Program

The Life Skills Program serves students with significant cognitive and academic delays concurrently with deficits in adaptive behavior. These programs are for students who will likely need a life-skills or functional approach to academic instruction. The students assigned to the programs receive transportation from their homes to the schools based on their needs.



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Achieve

Achieve is a positive behavior support program that provides students with strategies to develop self-regulation and social competence. These classrooms are designed for students who need support in learning behavioral controls to access learning opportunities. Each student has a Functional Behavior Assessment and Behavior Intervention Plan. Classes are structured so teachers can work individually with each child's needs. Typically, students receive special transportation if it is indicated on the IEP.

Gaining Ownership of Adult Lives (GOAL), an 18-21 Transition Program

The GOAL Program is designed to link high school and adult life. The transition program provides a sequence of school-based experiences and training to assist a trainee with special needs in becoming more self-reliant and independent.

Students Transitioning Responsibly into Vocational Experiences (STRIVE); 18-21 Transition Program

The STRIVE Program is designed to link high school and adult life. As with GOAL, it is a transition program that provides a sequence of school-based experiences and training to assist trainees with special needs in becoming more self-reliant and independent.

Part II: Supervision and Controls over the Work

Paraeducators work collaboratively under the direction of the teacher, who assigns specific responsibilities, and under the direct supervision of the principal or principal designee. The principal or principal designee provides training, direction, and guidance governing the performance of school-wide duties. Paraeducators (special education) are responsible for being familiar with the school/district policies and procedures that govern their work and acquiring and applying knowledge of IDEA and Section 504 requirements.

Part III: Major Duties and Responsibilities

Duties may include, but are not limited to:

1. Works collaboratively by assisting teachers and specialists in assessment, student learning curriculum implementation, student interactions, enforcing safe behaviors, and enhancing the social growth of students in the classroom and various school settings. Such assistance is provided to students with special needs in one-to-one or small-group situations.
2. Applies special needs support as described in Individual Education Plans (IEPs). May participate in IEP meetings to contribute information on the student or to gain an understanding of the interventions that will support students.
3. Provides support to teachers with activities such as preparation of instructional materials, communications, student records, and grading documentation.



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4. Assists students with common daily tasks such as eating, dressing, and toileting, including diapering. May provide colostomy care, including emptying colostomy bags and cleaning the skin. May provide catheterization. May administer tube feedings and medication(s) as authorized by the school nurse and supervisory staff. May provide health services and assistance, including changing dressings, assisting with oxygen, insulin, nebulizers, or inhalers, and using walkers, wheelchairs, canes, and crutches.
5. May teach independent living skills such as cooking, laundry, personal hygiene, and cleanliness.
6. Acts, or assists in taking action, to seclude or restrain students at risk of harming themselves or others by following school/district-approved restraint/seclusion procedures. This is a rare occurrence.
7. Assists in implementing physical and occupational therapy plans by working with students to increase range of motion, mobility, and positioning.
8. Escorts students to and from recess and playground, to and from bus locations, and may be required to ride on the bus with the student(s).
9. Communicates with students and other staff members, exercises discretion, and assures student confidentiality protection consistent with building and district policies.
10. Oversees student safety with activities such as recess and playground, lunch, bus duty, crossing guard duty, hallway supervision, in-school detention, etc.
11. Provides instructional support to students in large groups, small groups, and one-to-one situations under the direction of the teacher.
12. Implements behavior support and intervention plans as directed by a teacher. Documents students' behavior to assist the teacher in assessing progress with education plans. Maintains or assists with student weekly progress reports.
13. Performs clerical duties such as making copies, operating office equipment, answering telephones, ordering materials, and record keeping and data collection.
14. Models appropriate behavior for students.
15. Provides students with guidance and reinforcement of rules and expected behaviors.

Perform other duties as assigned.



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Part IV: Minimum Qualifications

1. Must have experience working or interacting successfully with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of an associate degree or two years (72 credits) of post-high school education in related areas of study. The education requirement may be substituted by successfully passing the ParaPro Assessment.
3. Certified or able to become certified in first aid, CPR, and operation of defibrillators.
4. Ability to be trained in and successfully apply instructional and behavior intervention methodologies in content areas such as reading, writing, and mathematics and special education as student behavior interventions, safety, medication, and physical management.
5. Possess strong interpersonal skills and ability to work effectively and collaboratively as a team member.
6. Able to work in an environment with frequent interruptions and changing tasks and priorities.
7. Able to assist, console, and manage students who may be emotional, distraught, angry, or frustrated.
8. Able to remain calm, focused, and in control when working with students, parents, guardians, and community members who may be upset.
9. Able to follow written and verbal directions, seek clarity, and take action when needed.
10. Able to organize work and set priorities for accomplishing work in a timely and effective manner.
11. Able to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
12. Able to work collaboratively and effectively with staff, students, parents, volunteers, and community members.
13. Ability to communicate effectively verbally and in writing.



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14. Skill in using office and computer equipment, standard office software, and student information system software.

Part V: Desired Qualifications

1. Two years of experience demonstrating the ability to work successfully with children in a learning environment.
2. Bilingual skills in a language(s) common to the student and the community.
3. Familiarity, or willingness and ability to be trained on disability awareness and best practice interventions with individual students.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here are representative of those that an employee must meet to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions.

The employee must lift 25 to 50 pounds and may assist, move, or intervene with students with more significant weight when required to intervene in student safety issues.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear, and speak. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and humid conditions, fumes, airborne particles, and toxic or caustic chemicals. The individual may be expected to be exposed to blood, bodily fluids, or other potentially infectious materials during their duties.

The employee may be exposed to infectious diseases as carried by students, exposed to student noise, and learning resource noise levels.

The employee may be exposed to aggressive student behaviors, including biting, hitting, kicking, and throwing objects. The employee may be required to wear and utilize safety equipment designed to minimize the risk of injury to the employee and to the student.

The employee may be required to travel on school-owned or leased vehicles while supervising and assisting students.