

Paraeducator

Purpose Statement

The job of Paraeducator is done for the purpose/s of providing support to the instructional program by assisting certificated teaching staff, therapist, nurse, and other specialists; providing instruction to individuals or small groups of students within assigned classroom with specific responsibility for participating in a variety of instructional support duties; reinforcing, monitoring and reporting on student progress; and performing a variety of clerical duties.

This job is distinguished from similar jobs by the following characteristics: Additional skills may be required for VI, Braille or willingness to learn; DHH: Sign Language Skills.

This job reports to Assigned Administrator

Essential Functions

Accompany special or alternative education students to alternate sites (e.g. indoor and outdoor environments, field trips, job locations, alternative education space, etc.) for the purpose of providing necessary supervision for assigned students.

Assists certificated teaching staff (e.g. supporting individual or small group instruction and supervision with special population students, etc.) for the purpose of achieving goals and objectives set forth in the IEP and/or California State Standards within general and special education classrooms.

Assists with monitoring and supporting instructional environment (e.g. indoor and outdoor, work sites, displays and exhibits, training equipment, grading of assignments, educational materials, facilitating communication between students, etc.) for the purpose of ensuring necessary support for students during the school day.

Collaborates with certificated teaching staff (e.g. activities, special instructional materials, skill development, lesson plans, etc.) for the purpose of adapting curriculum, activities and instructions as needed for individual student or student populations.

Communicates with instructors, specialists and therapists; parents, under direction of teacher (e.g. strategies, programs and materials to meet learning needs, etc.) for the purpose of ensuring progress in student learning and access to curriculum.

Maintains inventory (e.g. materials and equipment, etc.) for the purpose of ensuring availability of all instructional aids and materials.

Maintains manual and electronic documents, data collections, files and records for the purpose of providing written reference; and/or meeting mandated requirements.

Participates with or on behalf certificated staff and specialists (e.g. home visits, special activities on campus and off campus, etc.) for the purpose of ensuring training and support for parents of students.

Performs special procedures (e.g. specialized health care, special feeding and positioning, administering prescribed medication, any specialized learning assistance, etc.) for the purpose of ensuring care, safety and learning for special populations.

Prepares instructional materials for the purpose of providing support for certificated staff and students.

Provides intervention for special education and alternative education students in crisis for the purpose of providing a safe, supportive area to assist in resolving problems and redirecting students.

Provides daily instruction regardless of the presence of professional staff (e.g. academic tutorial support, core standard and modified curriculums in subject areas aligned to CSS, etc.) for the purpose of ensuring necessary learning support special population students.

Responds to behavior and emotional problems (e.g. management of behavior and interactions of students; progress reports on student progress, etc.) for the purpose of providing necessary instructional and behavioral supervision.

Responds to inquiries (e.g. students, parents, staff, administration, etc.) for the purpose of solving problems, providing information and/or referral.

Supervises and assists students in the use and care of various adaptive and assistive devices (e.g. wheelchairs, walkers, hearing assistive technology, low-vision devices, etc.) for the purpose of maintaining necessary learning assistance.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: interpersonal skills; use of special population communication tools and techniques; crisis intervention; development and implementation of lesson plans and learning activities; facilitating a variety of assessment measures; and willingness to learn specific job skills, ie. Braille, de-escalation.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: general needs, problems, learning styles, and requirements of students with developmental, behavior and emotional problems as defined by Special Education; group behavior and dynamics; basic core standard curriculum subjects; safe practices in instructional environment; record keeping; basic universal health care practices; and emergency school procedures and practices.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: facilitating inclusive play group opportunities; providing SPED coordination with teachers and specialists for parent training; working with diverse individuals and groups; and problem solving.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 20% walking, and 50% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is desired.

Education: High school diploma or equivalent.

Equivalency:

Required Testing:

Certificates and Licenses

Pre-Employment Proficiency Test

Valid Driver's License & Evidence of Insurability
CPR/First Aid Certificate

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

30