

SPECIAL EDUCATION PARAEDUCATOR

Grade 5

Purpose Statement

The job of Special Education Paraeducator - Severe (Special Ed Para) is done for the purpose/s of providing support to the instructional program within an assigned classroom with specific responsibility for assisting in the supervision, care, and instruction of special needs students with behavior challenges one- on-one, in the regular classroom, or in a self-contained classroom; assisting in implementing plans for instruction; monitoring student behavior during non-classroom time; and providing information to appropriate school personnel.

This job reports to Site Principal

Essential Functions

- Accompanies students during the transport and instruction of students off-campus (e.g., field trips, etc.) for the purpose of ensuring safe and educational trips.
- Adapts classroom activities, assignments, and materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers a variety of activities (e.g., assignments, materials, tests, homework, make-up work, etc.) for the purpose of supporting teachers in the classroom.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g., diapering, tube feeding, colostomy bags, medication, etc.) for the purpose of meeting immediate health care needs per student health care plan.
- Assists medically fragile or physically disabled students (e.g., medication, diapering, etc.) for the purpose of maintaining students' personal hygiene per student health plan.
- Attends meetings (e.g., unit meetings, first aid, CPR, health care plans, emergency procedures, behavior support intervention plans, etc.) for the purpose of sharing and conveying information necessary to the performance of the job.
- Communicates with stakeholders (e.g., teacher, professional support personnel, etc.) for the purpose of assisting in evaluating progress and implementing IEP objectives.
- Implements behavioral plans designed by IEP team for students with behavior disorders or other special conditions, while under the supervision of assigned teacher for the purpose of presenting and reinforcing learning concepts.
- Monitors students during assigned periods within a variety of school environments (e.g., rest rooms, playgrounds, bus zones, cafeteria, general education classroom, etc.) for the purpose of mainstreaming and maintaining a safe and positive learning environment.

- Prepares and organizes instructional materials, files, and records; and collects data for the purpose of ensuring availability of items, providing written reference, and meeting mandated requirements under the direction of the teacher and service provider.
- Prepares food trays as needed under the supervision of certified staff for the purpose of assisting students unable to feed themselves.
- Provides instruction to students in a variety of individual and group activities, while under the supervision of assigned teacher (e.g., academic subjects, social skills, daily living skills, pre-vocational skills, communication and communication devices, etc.) for the purpose of reinforcing instructional objectives, implementing IEP plans, and ensuring students success in school.

Marginal 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 need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including pertinent software applications; preparing and maintaining accurate records and data collection.

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 understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age-appropriate student activities; safety practices and procedures; conflict resolution; de-escalation strategies, and stages of child development and behavior.

ABILITY is required to schedule activities; 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 a variety of standardized methods. Ability is also required to work with a wide 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 may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; remaining calm and patient under pressure and in difficult situations; working as part of a team; and working with constant interruptions.

Responsibility

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

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling,

crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 34% sitting, 33% walking, and 33% standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

Experience: Job related experience is desired.

Education (Minimum): High school diploma or equivalent

Required Testing

None Specified

Certificates and Licenses

Advanced Behavior Training

CPI Training

Continuing Educ. / Training

Maintains Certificates and/or Licenses

Clearances

Criminal Background Clearance

Physical Capacities Test Clearance

Tuberculosis Clearance

FLSA Status

Non-Exempt

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.