

CLASSIFICATION TITLE: *Para-Educator, One-on-One*
Special Education Department

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITIES:

Meet the needs of special education students who require an individual assistant to assist them with special needs in the areas of behavior, emotions, autism, and/or aggression. The one-on-one is assigned to assist an individual student, however, also assists with the general operation of the classroom to which they are assigned.

DIRECTLY RESPONSIBLE TO:

Under the immediate supervision of the classroom teacher and the general supervision of the site Principal and overall supervision of the Assistant Superintendent of Special Education.

SUPERVISION OVER: None

ESSENTIAL DUTIES AND RESPONSIBILITIES:

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Classroom/Academic Support:

Assists with the instruction of individuals or small groups of students; provides assistance to students in the use of total communication which may include Braille, sign language, or other non-verbal forms of communication; assists students in physical education and motor skill activities such as; balancing, throwing and catching, swimming, sensory perception, etc; assists in helping students regarding academics, coping with disabilities, encouraging independence, etc; assists students to and from buses, lifting students, and/or pushing wheelchairs when necessary; assists with supervising students during lunch time, on the playground, on field trips, or when mainstreamed into another class. Assists students with toilet functions; taking them to the bathroom, changing diapers, assisting students with cleanup, changing clothes when necessary; assists students in learning proper grooming habits and personal hygiene; supervises students in the performance of specialized learning functions such as cleaning, cooking, baking, etc; may assist students in learning related skills necessary for successful performance in vocational areas, such as: basic arithmetical calculations, cleanliness, safety procedures, communication skills, independence, operation of various equipment used on the job (i.e., computers), etc; may supervise students on community based or general education based programs; assists individual students in specific problem areas as necessary.

Program/Staff Support:

Assists in maintaining a clean and orderly classroom; assists in developing class materials, plans, and identifying students' needs; performs a variety of classroom related clerical duties, such as; scoring papers, recording grades, taking roll, maintaining records and files; on occasion, may type classroom materials; orders, inventories, and secures materials and equipment; may receive and record lunch money; may prepare instructional materials by cutting, pasting, designing, typing, duplicating materials, setting up materials and equipment;

Student Safety and Behavior Management:

Observes and controls behavior and interaction of students according to approved procedures, documents and reports progress regarding student performance and behavior; accompanies student to quiet room when they are in crisis, assists students in resolving problems, redirects students to reduce anxiety or emotional concerns; utilizes most effective crisis intervention techniques related to the nature of students' emotional state of crisis; physically contains and/or removes student from classroom when necessary for safety of others utilizing techniques of crisis intervention; assists with appropriate discipline when necessary; performs duties necessary to assure the health and safety of the students.

Recordkeeping:

Assists the staff in maintaining accurate records and reports including charts of student progress, individualized health care procedures, lunch count and money, medical records, and IEP and behavior management goals; prepares, files, and maintains student files, emergency forms, and records; maintains and disseminates student accident and incident reports; assists the teacher in ordering and maintaining the classroom supplies, equipment and materials; may operate computer for preparation of schedules, documents, and record keeping; operates fax and copy machines.

Communications:

Communicates effectively in writing and in person with students, parents/guardians, school staff, support staff, bus drivers, school, district, and agency personnel as directed by the administrator or classroom teacher; maintains a professional rapport with program staff; demonstrates sensitivity to needs of students, staff, and parents/guardians; maintains confidentiality of information regarding students; maintains logs; answers and directs phone calls; collects and delivers mail; assists in seeking and gathering information to inform the staff and public regarding student's special needs; may assist bilingual students and parents/guardians with interpretation or translation.

Other:

May perform other job related duties as assigned.

MINIMUM QUALIFICATIONS:

Education and Experience:

A minimum of one year experience working with individuals with varying disabilities; high School diploma or equivalent; must have completed one of the following at the time of hiring, pursuant to the No Child Left Behind Act (NCLB): 1) an associate's degree (or higher); or, 48 semester units of higher education; or, passing score on the paraprofessional exam.

Desirable Qualifications:

Certification in CPR/AED/EpiPen and First Aid; Expressive and receptive second language or sign language.

Training Requirements:

Once hired, will be required to attend training in effective crisis intervention techniques and any other training(s) deemed necessary.

Knowledge of:

The special needs of students who have behavioral, and/or learning disabilities; positive discipline and behavior management techniques; developmentally appropriate practices; correct English usage, grammar, spelling, punctuation, and vocabulary; safe practices in classroom and playground activities; classroom and record-keeping techniques; interpersonal skills necessary to work successfully with students, parents, and staff; special needs and limitations of individuals with disabilities.

Ability to:

Adapt and utilize a variety of alternative communication strategies that support students with limited receptive and expressive skills; recognize changes in student behavior and appearance; learn methods and procedures related to behavioral intervention techniques; respond quickly in emergency situations; learn methods and procedures required to be followed in working with assigned students; print and write legibly; understand and follow both oral and written instructions; communicate effectively with children and adults; assist in monitoring and reporting progress regarding student performance and behavior; work with students in specialized and general settings with patience and understanding; handle confidential material and information with complete security; establish and maintain effective work relationships with students, teachers, parents, and the general public; assist with any instruction and related activities in any learning environment; operate instructional and work related office equipment; learn methods and

procedures to be followed in the instruction of special education students; work effectively in a multiethnic setting; supervise children in varying activities; administer First Aid.

Special Requirements:

Essential duties require, but are not limited to, the following physical abilities:

Mental acuity to perform the essential functions of this position in an accurate, neat, and timely fashion; to make good judgments and decisions; and to evaluate the results of decisions and judgments; physically able to operate a variety of office equipment; must be able to drive a vehicle to transport students; facility to sit at a desk, table, on low chairs, on the floor or on mats, or in classrooms of various configurations for extended periods of time; facility to see, read and distinguish colors, a computer screen, educational materials, books and other printed matter, with or without vision aids; manual dexterity to dial a telephone, to enter data into a computer, and to perform assigned classroom tasks using both hands; facility to hear and understand speech at normal classroom levels and outdoors, and to hear and understand speech on the telephone; facility to speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; facility to move quickly on uneven terrain, play yards, and school grounds; facility to push wheelchairs or pull wagons with students; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead;