

**CLASSIFICATION TITLE: *Para-Educator w/Signing Skills***  
*Special Education Department*

**DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITIES:**

To assist the classroom teacher of deaf and hard of hearing students in all areas as assigned and to assist in maintaining a classroom conducive to learning to ensure programmatic needs are met.

**DIRECTLY RESPONSIBLE TO:**

Under the immediate supervision of the classroom teacher and general supervision of the Special Education Program Administrator, and the 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.)

Program/Staff Support:

Under direction of the classroom teacher, assists in the preparation of materials for lessons and may conduct one-on-one and small group instruction in academic areas; assists the teacher in the physical setup and cleanup of the classroom for group instruction, projects, and activities; assists the teacher with daily and weekly lesson/work plans and follow-through; participates in team meetings to coordinate classroom goals; assists in using and preparing a variety of adaptive equipment and mobility programs following the instruction of the therapist; instructs students in appropriate social skills and in domestic skills such as clothes washing, dish washing, etc; develops and maintains work relationships to provide for integration; at the direction of the supervising teacher or administrator shares appropriate program information to assist in integration activities; works cooperatively with a wide variety of students and staff in various settings; adapts tools/materials necessary to perform class activities in integrated settings including inclusive environments; assists teacher in implementing Individualized Education Plan (IEP) goals; discusses IEP goals and plans with other staff to maintain consistency; assists and provides the instructional team with new ideas for student goals; follows daily instructional schedule; assists with personal hygiene skills: toileting, diapering, cleaning, hand washing, and grooming; maintains toileting schedule; assists and instructs students in dressing and changing; assists and instructs students in eating skills; assists in directing substitutes and other support staff on classroom processes; observes students and monitors daily behaviors to support classroom order, and reinforces appropriate behaviors while in the classroom and in the community; redirects negative behaviors; implements consequences for inappropriate behavior; physically restrains students if necessary for classroom safety; attends in-services and staff meetings as required.

Student Safety and Behavior Management:

Assists the teacher by observing and supervising classroom activities during the course of the instructional day to maintain a controlled and safe environment for students and staff including monitoring students during bathroom breaks, lunch time, and field trips; supervises students during yard duty to ensure rules are followed and activities are appropriate; assists students to correct buses and receives reports on behaviors or problems that occur during transportation before or after school; observes student behavior and maintains awareness of students' activities/actions; carries out behavior management techniques according to student behavior plans and participates in plan development; communicates rules, expectations and consequences to the students; implements consequences for inappropriate behavior; communicates and implements student discipline plan; evaluates students' needs and provides interventions to redirect behavior; assesses crisis situations and intervenes to defuse situations using conflict resolution, crisis intervention, restraints, or assisting staff as appropriate; maintains awareness of fire drill procedures, earthquake preparation and emergency contingency plan; attends trainings regarding safety/security and behavior management as requested.

Recordkeeping:

Assists the staff in maintaining accurate records and reports including attendance charting, grades, daily 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:

Provides assistance to students in the use of total communication; 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.

**MINIMUM QUALIFICATIONS:**

Education and Experience Requirements:

Fluent in sign language; 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; experience working with individuals with varying disabilities.

Desirable Qualifications:

Certification in CPR/AED/EpiPen and First Aid; Expressive and receptive third language.

Knowledge of:

Sign language and deaf culture; developmentally appropriate practices; positive discipline and behavior management techniques; 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:

Communicate effectively with deaf and hard of hearing children and adults using conceptually accurate sign language; print and write legibly; understand and follow 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; obtain a valid California driver's license.

Special Requirements:

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

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; manual dexterity of hands and fingers for signing; 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; physical agility to effectively restrain students in sometimes hostile situations; 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.

**NOTE:**

The County Superintendent of Schools, or designee, retains the right to assign Para-Educators/Educational Interpreters to various classroom locations in accordance with Article VIII of the agreement between the Sutter County Board of Education, Sutter County Superintendent of Schools Office, and CSEA Chapter 634.