



SPECIAL EDUCATION PARA-EDUCATOR / INSTRUCTIONAL AIDE JOB DESCRIPTION BILINGUAL PREFERRED (ENGLISH/SPANISH)

A. BASIC FUNCTION:

Under the general direction of a regular education teacher, special education teacher, or related services provider, a paraprofessional is primarily engaged in direct and/or indirect instruction with one or more pupils for instructional activities, physical or behavior management, or other purposes. This position is split evenly, with 50% of the assignment supporting the general education classroom and 50% supporting special education students and programs. Paraprofessionals provide assistance to students based on specific objectives, within a set timeframe, provide documentation on progress related to specific objectives, and assist in the implementation of instructional programs. In the special education setting, the paraprofessional supports students with behavioral challenges and students with medical or self-help needs, and assists in carrying out Individualized Education Program (IEP) goals.

B. DESIRED KNOWLEDGE AND SKILLS:

1. Able to follow instructions and established procedures.
2. Able to work well with students and other school personnel.
3. Able to work well in a team environment.
4. Manages time well.
5. Knowledge of child development.
6. Ability to provide a safe and welcoming environment.
7. Good communication skills.
8. A strong desire to care for and teach children with special needs.
9. Knowledge of, or willingness to learn, behavior support strategies and evidence-based practices used in special education.
10. Able to operate computers, copiers, and other instructional technology and equipment.
11. School district experience highly desirable.

C. GENERAL EDUCATION DUTIES:

1. Follow duties assigned by appropriate supervisory staff.
2. Use appropriate channels of communication regarding student/job issues.
3. Seek and use effective, appropriate, and approved strategies for children/students.
4. Conduct small group or one-on-one instruction and follow the instruction of the general education classroom.
5. Present prepared lessons, reinforce concepts, listen to students read, answer questions, assign work, and check work for completeness and accuracy.
6. Support Tier III instruction.

7. Assist the lead teacher to administer student tests and to track and monitor student reports.
8. Assist with correction and recording of tests, daily assignments, and homework.
9. Promote success in students through appropriate use of feedback, rewards, incentives, praise, and communication.
10. Supervise students in the classroom, playground, bus loading areas, and cafeteria, including recess and lunch, to ensure a safe, structured, and positive environment.
11. Organize classroom activities and materials; set up materials and equipment for daily activities and maintain neat and orderly instructional areas.
12. Prepare bulletin boards and instructional materials; laminate, assemble, collate, and staple work folders and instructional packets.
13. Perform clerical duties related to classroom instruction as assigned.
14. Accept direction from the lead teacher for day-to-day operations of the general education and special education classroom.
15. Meet frequently with supervising teacher/case manager regarding student progress/issues or concerns.
16. Accept constructive criticism regarding work performance.
17. Show initiative to improve skills related to the paraprofessional position.
18. Encourage independence in students.
19. Organize time and materials in an efficient manner.
20. Maintain confidentiality at all times.
21. Exhibit positive attitude, friendliness, and respect for students, parents, and co-workers.
22. Follow building procedures and district policies. (See staff handbook)
23. Attend in-service trainings, parent conferences, and after-school meetings as assigned.

D. SPECIAL EDUCATION DUTIES:

1. Work closely with students, either individually or in groups, to assist in implementing IEP directives and goals.
2. Assist the special education teacher in teaching students with a wide range of needs, from grade-level instruction in core content areas to instruction in self-help, social skills, language development, and motor skills.
3. Prepare and assist students for mainstream/inclusion participation according to established procedures.
4. Provide assistance to students in cognitive, gross and fine motor, academic, social, and physical development.
5. Implement student behavior plans, including following routines and transitions, to provide proactive support for positive student outcomes in and out of the classroom.
6. Implement evidence-based practices under the direction of the teacher and IEP team, such as Discrete Trial Training, Pivotal Response Training, task analyses, token economy, visual supports, Picture Exchange Communication System (PECS), and behavior contracts.
7. Display proficiency in adapting materials and working with students on skills or behaviors.
8. Assist with collecting data for IEP goals as directed by the supervising teacher/case manager.
9. Assist students with assistive technology as directed by the supervising teacher/case manager.
10. Assist with records such as behavior management points, attendance, and progress data.

11. Assist with grooming, dressing, toileting, diapering, changing clothing, and feeding needs of students as needed.
12. Provide assistance during bus arrival and dismissal, including supporting wheelchair mobility and lifting students when required.
13. Implement Non-Violent Crisis Intervention strategies, including personal safety techniques. May be required to place students in a physical hold to maintain the safety of the child or others, and work with the teacher to complete Emergency Behavior Reports following incidents involving injury or restraint.
14. May perform specialized health care procedures for designated students as approved by the State Department of Education and under the direction of the school nurse, including:
 - Dispensing medication
 - Providing first aid and/or cardiopulmonary resuscitation (CPR)
 - Assisting with elimination care or menstrual cycle needs
 - Moving students to and from wheelchairs and assisting with walkers or adaptive equipment
 - Remaining with students during recess and other unsupervised activities
 - Supervising students being transported on school buses/vehicles and on field trips
15. Perform other duties similar to the above in scope and function as required.

E. CONTACTS:

Contact with students, parents, teachers, related services providers, and other school personnel.

F. WORKING CONDITIONS:

1. Frequent bending, squatting, and walking may be required.
2. Ability to move around the school freely and quickly.
3. Lifting and physically assisting students, including wheelchair transfers, may be required.

G. REPORTS TO:

Principal or designee

H. EVALUATION:

Performance of this position will be evaluated annually by the Certificated Administrator.

I. SALARY SCHEDULE: Plan 015, Range 51/2 (\$17.77 – \$33.06 per hour)

J. WORK YEAR AND HOURS:

10-month employee. 8:00 a.m. – 2:00 p.m. Monday through Thursday and 8:15 a.m. – 12:30 p.m. Friday.