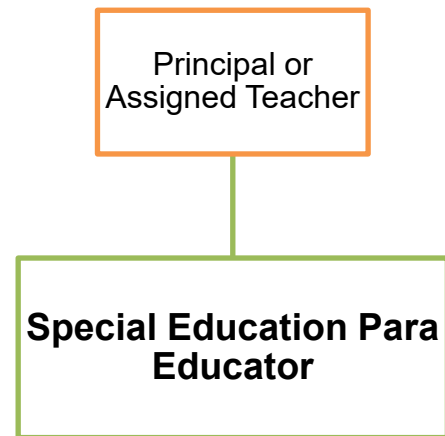


SPECIAL EDUCATION PARA EDUCATOR

Job Title:	Special Education Para Educator
Initial:	November 1, 2006
Revised:	June 14, 2024
Work Year:	School Year
Office:	Education
Department:	Special Education or Assigned School
Reports To:	Principal/Assigned Teacher
FSLA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 13

Related Organization Chart



POSITION SUMMARY: The Special Education Para Educator will work in a team environment in partnership with general and special education teachers and other para educators in all school settings. The para educator will use instructional strategies as directed by the special education teacher to teach highly diverse learners with extensive needs in any of the following areas: academic areas such as reading, writing and/or math (including implementing curriculum), cognition, communication, movement, and/or social emotional and behavioral abilities. Students may also have concurrent health, sensory, physical and/or behavioral disabilities. The para educator will utilize and assist with assistive technology tools used to communicate, learn and demonstrate knowledge. The para educator will provide instructional and/or behavioral supports to students who are eligible for special education services under any of Colorado's eligibility categories under the direction of a special education teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Provides research-based, data driven specialized instruction to address the instructional goals and objectives contained within each student's Individualized Education Program (IEP) as directed by the special education teacher.
- Maintains record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.
- Utilizes assistive technology to assist students in communication, learning and demonstration of knowledge.
- Implements self-care programs including direct assistance to students such as toileting, positioning, lifting, feeding, etc. as necessary based on students' needs.
- Uses instructional strategies for teaching life skills as well as other areas such as academic and

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social/emotional as needed.

- Administers instruction to align with provided curricula, including Extended Evidence Outcomes (EEO's), as determined by students' needs.
- Reinforces a positive learning environment with emphasis on individualized instruction.
- Provides clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.
- Utilizes district provided CPI training appropriately and consistently.
- Demonstrates leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.
- Acts as a liaison between special and general education teacher including relaying messages, input and feedback on how things are working.
- Provides support for substitute teachers so the classroom can run effectively in the absence of a regular teacher.
- Assists and supervises students' assessments, including national, state, and teacher generated testing as assigned.
- Participates in special education, in-service training and building level staff meetings.
- Under specific instruction and close supervision by the school nurse, the employee may be required to provide necessary medical treatments to children with disabilities. This may include, but is not limited to: administering physician prescribed medications including rectal and injectable medications, gastrointestinal feedings, oral suctioning, urinary catheterization, toileting/diapering, diabetes care and assist with potential medical emergencies.
- Performs other duties as assigned.

Supervision & Technical Responsibilities: This position does not supervise other employees.

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- High School Diploma.
- For Title One schools, Associate's degree, 48 semester credits, or pass district approved para test.
- Training or willingness to train in nonviolent crisis intervention (CPI) techniques required.

Experience:

- No experience required; experience working with special needs children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Basic math skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.

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- Ability to maintain excellent attendance.
 - Ability to understand and follow complex oral and written instructions.
 - Ability to perform responsibilities without the necessity of close supervision.
 - Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and PowerPoint.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- CPR and First Aid within 6 months of hire.
- CPI within 6 months of hire.

OTHER WORK FACTORS

The physical demands, work environment factors, and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is frequently required to stand, climb or balance, push, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 50 pounds frequently, including pushing a student who uses a wheelchair. Requires a sufficient range of physical strength, endurance, and mobility to assist in the personal care of students.

Work Environment: While performing the duties of this job, the employee will work primarily in a school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.