



**Fremont Union High School District**

**Position: Lead Paraeducator**

<b>Department/Site: Special Education</b>	School Site: DO	<b>Range:</b>	109
<b>Reports to/ Evaluated by:</b>	Coordinator of Special Services	<b>Work Year:</b>	183
		<b>Months:</b>	10

**Summary of Basic Functions & Responsibilities**

Under the direction of an assigned supervisor, this position is to provide leadership and strategic planning for the training and development of paraeducator’s professional learning district wide. The Lead Paraeducator will build capacity within FUHSD by providing deep expertise, developing and implementing training and coaching supports, and skill development for paraeducators and paraeducator substitutes. The Lead Paraeducator will be trained and certified as a crisis intervention trainer in order to provide ongoing training to district staff and coaching of crisis intervention best practices. Understands and works effectively with people of differing cultures.

**Essential Duties & Responsibilities**

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Supports paraeducator professional learning by collaborating with Special Services administrators and other special education team members.
- Delivers paraeducator professional learning opportunities district wide, in small groups, and with individual staff.
- Develops and maintains relevant training materials for special education team members.
- Supports and trains new paraeducators by providing introductory/ongoing training and coordination with site level staff.
- Supports in organizing and coordinating district wide crisis intervention trainings.
- Conducts crisis intervention trainings and maintains current rosters of crisis intervention program.
- Coaches paraeducators on best practices in presentation of learning materials and instructional exercises. Coaches conducting lessons and with other classroom activities such as projects, small group exercises, and independent study.
- Coaches paraeducators for the purpose of implementing lesson plans and/or developing students’ vocational daily living, behavioral, and social skills.
- Coaches paraeducator and/or appropriate community agency personnel for the purpose of assisting in evaluation of students’ progress and/or implementing students’ objectives.
- Coaches paraeducator on their support of students in various work-related tasks for the purpose of developing job skills in the classroom, on school grounds and in the community.
- Coaches paraeducators on classroom projects and special assignments. Coaches paraeducator on organizing materials and supplies to facilitate use by students, assists students requiring help, offers positive feedback and alternatives.
- Coaches paraeducators on how to work with individuals or small groups of special education students.
- Coaches paraeducators on assisting in maintaining order among students in the classroom, on school grounds and in the community.

- Coaches paraeducators on documenting student progress by correcting assignments, and completing curriculum-based measurements.
- Coaches paraeducators on recording student progress for the purpose of documenting student performance and maintaining updated records.
- Assures safety of students following health protocols and safety rules.
- Support students in general education classes, special education classes, and in the community as needed in the role of paraeducator.
- Participates in meetings and in-service training programs as assigned.
- Performs other duties as assigned that support the overall objective of the position.

### **Knowledge & Skills**

- Requires knowledge of principles and practices in supporting development of paraeducators and coaching methods.
- Requires knowledge of the principles and practices in the crisis intervention program.
- Requires basic knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting.
- Requires knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.
- Requires knowledge of teaching and instruction methods.
- Requires knowledge of basic clerical and record keeping processes.
- Requires knowledge of special education programs.
- Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications.
- Requires sufficient human relation skills to work productively and cooperatively with teachers, students, parents and community members in formal and informal settings, to exercise patience when conveying information, and demonstrates sensitivity to the special needs of students.
- Requires the ability to assist teaching staff with implementation of instructional goals and activities.
- Requires the ability to assess the needs of individual students and develop programs to meet those needs.
- Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties on campus and in the community.
- Requires the ability to make formal and informal presentations to individual, small groups, and large groups.
- Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.
- Requires the ability to use independent judgment when working with students, staff, and outside agencies.

### **Physical Abilities**

- Requires the ability to perform in an office and/or classroom and a variety of community locations engaged in work of a moderate active nature.
- Requires near visual acuity to read and write printed materials and computer screens.
- Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment.
- Requires ambulatory ability to move about office, classroom, school grounds, and community to support staff and student programs.
- Requires the ability to participate in group games, physical education units and fitness training.

- Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers.
- Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 40 pounds).
- Requires ability to perform physical competencies required by the crisis intervention training program.
- Under some circumstances, further testing may be required to determine if an applicant is able to perform the essential duties with or without reasonable accommodation.

### **Education**

- Requires the equivalent of a high school diploma and 45 hours of college transfer courses, plus one year of experience working with students in a classroom environment. Successful completion of a rigorous competency exam and certification may substitute for college transfer courses.

### **Licenses & Certificates**

- Requires a valid driver's license, car insurance and meet district standards for transporting students.
- First Aid and CPR certification required (available through the district).
- Requires fingerprint clearance from the Department of Justice and Federal Bureau of Investigation.
- Maintains an active certification as crisis intervention trainer and attends required recertification trainings.

### **Working Conditions**

- Work is performed in an indoor and outdoor setting with some exposure to health and safety considerations.
- Assists and guides students by appropriate role modeling, (including personal appearance), emotional support, patience, and a friendly, engaging attitude.
- Uses strategies and incentives as positive reinforcement. Exercises constant supervision of students. Assesses the need for, and uses appropriate discipline in accordance with grade level and student's ability to understand discipline.
- Prepares display and bulletin board materials for beautification and decoration of the classroom environment. Assists in maintaining a neat, orderly, and attractive learning environment that supports learning.
- Sets up and operates audiovisual equipment, computers, and other equipment that serves to assist and enhance instructional programs.
- May assist with loading and unloading of students onto buses at the school sites as well as monitor and train use of public transportation.
- Assures safety of students following health protocols and safety rules.
- Participates in meetings and in-service training program as assigned.
- Performs other duties as assigned that support the overall objective of the position.

*Approved by the FUHSD Board of Trustees at their regular meeting on May 2, 2023.*