

**DIXON UNIFIED SCHOOL DISTRICT**  
**Job Description**

**TITLE:** Paraprofessional

**CLASSIFICATION:** Classified (SEIU)

**REPORTS TO:** Principal

**RANGE:** 250

**WORK YEAR:** 9 Months

**CLASS:** Instructional Support

**BOARD APPROVAL:** 1/14/16

**BOARD REVISION:** 5/4/18

**PRIMARY FUNCTION:** Under the management of the Executive Director of Special Education and supervision of the Principal, to assist a certificated teacher(s) and other special education staff in the instruction, supervision, training, and care of students with a wide variety of special needs or in special instructional programs; to perform a variety of duties in the maintenance of an effective learning environment; and to do related work as required.

**RELATIONSHIP TO STUDENT ACHIEVEMENT:** This position supports student achievement by offering instructional, emotional, and behavioral support to targeted students that increases their access to a relevant and rigorous education.

**SUPERVISION OVER:** Students

**ESSENTIAL DUTIES AND 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 to accurately reflect the primary job elements. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- Assists certificated teacher(s) in instructing individuals and/or small groups of students in various learning environments (i.e. multiple-subject classroom, specialized subject classroom, vocational subject classroom) and tutors students as assigned.
- Assists certificated teachers in implementing curriculum for assigned area(s) of instruction, focusing on skill-building in the core (i.e. Mathematics and Language Arts).
- Works independently with a group of students with guidance and oversight from certificated teacher(s).
- Works independently with individual students requiring additional assistance, with guidance and oversight from certificated teacher(s).
- Uses various instructional strategies to meet the needs of all learners, with guidance and oversight from certificated teacher(s).
- Assists students in the use of computers and classroom technology for educational purposes.
- Provides certificated teacher(s) with relevant feedback and information on students' behavioral and academic progress through regular observation, daily interaction, and collection of accurate student data.
- May assist certificated teacher(s) in offering specialized instruction to English Learners during the designated English Language Development period.
- Assists certificated teacher(s) in implementing pupil behavior management plans which may involve use of approved behavior modification, physical management techniques, or other skills or knowledge to establish and maintain appropriate behaviors.
- Assists certificated teacher(s) in providing instruction and assistance to emotionally and behaviorally challenged students in personal adjustment and interpersonal skills (i.e. self-awareness, proactivity, peer interaction, etc.).
- Assists certificated teacher(s) in supervising students to maintain an effective learning environment by observing, addressing, and reporting behavioral problems and assisting with the implementation of appropriate discipline as assigned.

- Discusses rules and consequences of actions for inappropriate behavior with students and implements positive behavior supports according to approved policies and procedures.
- Assists in setting up and organizing instructional areas/learning centers, retrieving and issuing equipment/materials, and maintaining a clean and orderly classroom.
- Performs class-related clerical work with a focus on student learning (i.e. prepares/organizes instructional materials, assembles manipulatives, collects and records student data, charts student progress, etc.).
- Escorts students to and from the library, playground, cafeteria, bathroom, and other school areas.
- Assists in monitoring and supervising students during lunch, recess, field trips, etc. to implement students' targeted interventions and the IEP.
- May assist with standardized testing and administering make-up tests under the supervision of certificated staff.
- May be required to work at more than one site based on needs of program(s) to which assigned.
- Cares for, supervises, controls, and protects students in a manner commensurate to assigned duties and responsibilities.
- Completes other reasonable duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

- High school diploma or the equivalent; community college and/or vocational training certificate preferred.
- NCLB compliance via two years of study (48 semester units) at an accredited institution of higher education, an Associate's (or higher) degree, or a formal District assessment of knowledge and ability to assist in instructing reading, writing, and mathematics.
- One year experience in instructional support work OR an equivalent combination of experience and education from which comparable knowledge, skills, and abilities have been achieved.
- Experience working with emotionally and behaviorally challenged and/or alternative education students highly preferred. Prior experience working in a public school setting preferred.

#### **LICENSES AND OTHER REQUIREMENTS:**

- May require a valid California Driver's License, insurable status by the District's carrier, and access to a personal vehicle in some cases.
- Fingerprint/criminal justice clearance.
- Possession of a negative TB risk assessment certificate and, if risk factors are identified, a negative TB examination, that is no more than 60 days old and renewable at least once every four years.
- CPR and first aid certification required and offered by the District yearly.

**KNOWLEDGE AND ABILITIES: The following outline of essential knowledge, abilities, and physical requirements is not exhaustive and may be supplemented as necessary in accordance of the job.**

#### **KNOWLEDGE OF\*:**

- General concepts of child growth, development, and behavior characteristics.
- Behavioral characteristics of highly challenged special needs students.
- Child guidance principles and practices related to children with special education needs.
- Subject area content relevant to job assignment.
- General methods and procedures to be followed in instructional settings.
- Correct English usage including, vocabulary, composition, grammar, spelling, and punctuation.
- Basic mathematical skills.
- Routine record-keeping practices.
- Computer procedures, software, and applications.
- Student behavior modification and motivation techniques.
- School standards and code of conduct.

#### ABILITY TO\*:

- Analyze situations accurately, exercise good judgment, and adopt an effective course of action in dealing with emergency situations.
- Demonstrate skill and knowledge in the subject area(s) relevant to job assignment.
- Learn about and provide instructional support for the District's adopted curricula.
- Communicate clearly and effectively both orally and in writing.
- Monitor and report student progress regarding behavior and performance.
- Perform a variety of clerical and supportive duties related to tutoring and instructional activities.
- Develop rapport with students, being fair, consistent, and respectful.
- Maintain a positive, encouraging, patient, and empathetic attitude toward students.
- Operate and assist students in the use of computers and classroom technology.
- Operate standard office machines.
- Assume responsibility for supervising students.
- Maintain confidentiality of privileged information obtained in the course of work.
- Exercise caution and comply with health and safety regulations.
- Provide service and assistance to others using tact, patience, and courtesy.
- Give, understand and carry out multi-step oral and written instructions.
- Form and maintain cooperative and effective working relationships with others.
- Sustain productivity with frequent interruptions.
- Maintain consistent, punctual, and regular attendance.
- Work both independently with little direction and as a part of a team.
- Meet District standards of professional conduct as outlined in Board Policy.

*\*Candidates should have a firm working knowledge of these concepts, practices, and procedures, and the ability to use them in varied situations.*

#### WORKING CONDITIONS:

##### PHYSICAL DEMANDS (*With or without the use of aids*):

- Work is performed while in a stationary position for extended periods of time.
- Work is performed while moving about the office/campus to utilize equipment, technology, etc.
- Work is performed while positioning self to assist a student, retrieve supplies, operate equipment, etc.
- May require traveling in a vehicle to job assignments.
- Work is performed while moving equipment/supplies up to 20 pounds.
- Requires the ability to communicate effectively with staff, students, parents, and community members.
- Requires the ability to detect information displayed on a computer screen and read documents.
- Requires the ability to operate a computer keyboard or standard office equipment.

*\*Consideration will be given to qualified disabled persons who with reasonable accommodation can perform the essential functions of the job.*

**SAMPLE ENVIRONMENT:** Indoor classroom setting where employees are protected from weather conditions or contaminants; occasional temperature changes; exposure to usual classroom sounds, dust, and possible odor of perfume or room deodorizer; outdoor environment on campus in variable weather conditions; in vehicle traveling to job assignments.