POSITION DESCRIPTION

TITLE:  
Special Education Paraeducator  
Transition Program

LOCATION:  
REPORTS TO:  
Transition Program Instructor/Special Services Program Coordinator
DEPARTMENT:  
Special Services

SUMMARY STATEMENT:
Under the supervision of the Transition Program Instructor and the Special Services Program Coordinator, the Special Education Paraeducator will assist in the supervision of instructional activities, working closely with students on an individual as well as a small group basis in the schools and community. The assistant must be able to work a flexible and variable daily schedule in order to assist students in their various community and work placements.

*Indicates Washington State Core Competencies for Paraeducators for each essential function and qualification

ESSENTIAL FUNCTIONS:
1. Assist the Transition Program instructor in supervising and working with secondary students as follows:
   • Communicate effectively with students, staff, parents, and members of the business community. (*5)
   • Assist in providing one-to-one and group instruction to students so as to meet his/her individualized education program (IEP). (*9)
   • Assist in establishing and maintaining a learning environment as specified by course goals and curriculum outcomes. (*10)
   • Assist students in whatever skills are necessary in order to be successful on the job.
   • Provide orientation and support in the use of public transportation when necessary.
   • Maintain student data files, including attendance records, wage reports and work evaluations. Maintain a log of activities and employer contacts. (*9)
   • Implement behavioral management strategies using the emphasis and techniques that have been outlined by the teacher. (*6)
   • Assist in organizing and preparing a variety of instructional materials. (*9)
   • Handle body fluids as necessary. (*13)
   • Lift and/or position students as necessary. (*13)
   • Attend various training sessions as necessary so as to maintain an up-to-date understanding of the Special Education student(s).
   • Travel from location to location to accomplish tasks.

OTHER RESPONSIBILITIES:
1. Perform other related duties as assigned.

PHYSICAL DEMANDS REQUIRED:
Vision (66-100%)  Speaking (66-100%)  Hearing (66-100%)
Standing (33-66%)  Sitting (33-66%)  Walking (33-66%)
Writing (Up to 33%)  Bending (33-66%)  Stooping (33-66%)
Acceptable Attendance  Reaching (33-66%)  Squatting (33-66%)
Lifting Up to 50 lbs. individually, more than 50 lbs. with assistance (33-66%)

MENTAL DEMANDS REQUIRED:
Reading Documents (66-100%)  Verbal Communication (66-100%)  Written Communication (Up to 33%)
Multiple Concurrent Tasks (66-100%)  Constant Interruptions (66-100%)  Confidentiality (66-100%)

Percentages of requirements of physical and mental tasks are only an estimate. Reasonable accommodations for persons with a disability will be considered in order for them to perform the essential functions of the job.

(66-100%) = Continuously  (33-66%) = Frequently  (Up to 33%) = Occasionally

TOOLS AND EQUIPMENT NECESSARY:
IBM/PC or Macintosh, typewriter, copy machines, telephone, assistive technology, and all other tools and equipment necessary to perform the essential functions as listed above.

MINIMUM QUALIFICATIONS:
1. Basic typing/keyboarding.
2. Previous experience working with students in academic areas and/or professional course work in Special Education. (*1-3)
3. Demonstrated ability to communicate effectively with students, staff, parents, and members of the business community. (*5)
4. Demonstrated ability to work with and supervise students both on campus and off campus. (*9)
5. Demonstrated ability or willingness to learn computer skills. (*13)
6. Demonstrated ability to operate the office equipment as listed above. (*13)
7. Demonstrated ability to perform under conditions of constant interruption.
8. Must be able to travel from location to location to accomplish tasks.
9. Demonstrated ability to maintain confidentiality of sensitive information. (*4)
10. Demonstrated ability to establish and maintain positive relationships with others as part of a team. (*5)

Variable  Days Per Year (Includes Holidays)
Variable  Hrs. Per Day

PSE: ________________________________  Date: ________________

District: ______________________________  Date: ________________

Revised Date:  05/04/2016
Classification:  Paraeducators
Class:  Class II
Display on Web?  Yes

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Transition Program