



CENTRAL VERMONT SUPERVISORY UNION
Paine Mountain School District / Echo Valley Community School District
Job Description

Job Title: PARAEDUCATOR

Reports To: Principal or Assistant Principal

FLSA Status: Non-Exempt

JOB SUMMARY:

Under technical supervision of a general or special education teacher, assist in the supervision and instruction of students; implementing current programs, individual plans and/or lesson plans, assisting students in developing daily living skills; and relieving teachers of clerical and instructional tasks. General supervision is received from the school principal or assistant principal.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Adapt general classroom material/methods as appropriate to meet the needs of students, in consultation with classroom and/or special education teacher.
- Assist in the administration of informal assessments to determine student progress and/or level of achievement.
- Play a supportive role in evaluating student progress, problems and needs. Participate in developing formats for student instruction and teaching strategies, and other activities as assigned. Conduct task analysis and data collection on student performance.
- Maintain working files, record grades and gather and record a variety of data related to student performance, progress and behavior.
- Assist in developing, compiling and organizing instructional materials, under the direction of the classroom teacher or special educator.
- Make photocopies, order supplies, and perform related office work.
- Attend and participate in all relevant training sessions, meetings and professional growth activities as requested and/or required.
- Implement instructional and behavioral programs for students, under the general direction of classroom and/or special education teachers. This includes working with students, both individually and in small groups, in a variety of academic areas and life skills.
- Implement and practice behavior management/modification plans and programs for and with students. Assist and/or instruct students in basic life skills, such as general behavior, dressing/undressing for outdoors, toileting, care of belongings, insertion and adjustment of hearing aids and use of other special equipment, and other areas as assigned.
- Participate in team meetings upon request to assist in developing student plans, and assessing and evaluating student needs and progress. Confer with teachers, parents and administrators as appropriate concerning various matters pertaining to the students.
- Assist students as required with toileting, self-care, eating, wheelchair transport and transfer. Check and adjust hearing aids, and other duties as assigned.
- Administer first aid and CPR if necessary.
- Assist students physically as required. Such could include implementing non-aversive restraint techniques in accordance with established protocols as necessary.
- Assist with the transportation of assigned students as requested.
- Process routine communications, such as parent logs, permission slips, meeting reminders, staff meeting notices, and the like.
- Supervise assigned special education students instructionally, behaviorally and physically in the general mainstream program, working with individuals and/or small groups
- Ability to assist students physically as required.
- Participate in various community activities and field trips with students.

OTHER PROFESSIONAL RESPONSIBILITIES:

- Possess general knowledge of students on the Autism spectrum, multi-handicapped students, emotionally and behaviorally challenged students, as well as other students on Individual Educational Programs, and 504 plans.
- Supervise student(s) when teacher is absent from the room.
- Assume the role of substitute teacher when licensed teachers and/or substitute teachers are not available.
- Available to attend required or requested training, meetings and professional growth activities outside of school hours (e.g. summers, teachers in service days and after-school).
- Ability to remain calm and efficient in responding to medical emergencies.
- Other related duties as assigned.
- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making.
- Follows and assists in upholding and enforcing school rules, administrative regulations and procedures, and policies of the CVSU.

SUPERVISION RECEIVED: Direct to moderate technical supervision is received from a teacher, student support staff, or administrator. General supervision is received from the school principal or or designee. Performs many duties independently.

PROFESSIONAL EXPECTATIONS:

- Interpersonal Skills. Effectively works with others, including those with opinions or beliefs different from their own. Interacts with others in a friendly, tactful and positive manner. Treats others with dignity and respect. Builds constructive and supportive relationships with peers. Helps to create an inclusive work environment. Attempts to understand others points of view and is open to new ideas.
- Team Player. Contributes to building a positive team spirit. Proven ability to work cooperatively and effectively as part of a team. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
- Organizational/Planning Skills. Strong organizational skills that reflect the ability to prioritize multiple tasks seamlessly with excellent accuracy & attention to detail.
- Flexibility/Adaptable: High degree of personal adaptability and flexibility; open to and embraces change towards the improvement of the systems. Open to new ideas and tasks without resistance; able to deal with new situations well. Versatile and capable of handling diverse assignments. Able to effectively accept constructive criticism.
- Motivation/Self-Direction: Has a personal drive to succeed. Proven ability to work effectively without specific direction, and with minimal supervision. Driven to identify and implement improvements to systems and practices to increase efficiency and effectiveness.
- Emotional Maturity: Able to effectively handle conflict and stress; able to remain calm and professional when challenged or when others disagree.
- Attitude/Personality/Style: Friendly, helpful and positive disposition; presents a professional image; patient and understanding; takes pride and personal ownership in work; responsive to the needs of others; enthusiastic; good sense of humor; positive outlook and able to see the good in every situation; honest and direct; transparent.
- Attendance/Punctuality: Is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time; commits to working overtime when needed to meet deadlines. Follows established leave requesting and reporting protocols.
- Problem Solving Skills: Approaches problems in a positive manner. Views impediments as solvable challenges. Able to identify practical solutions to problems. Able to resolve issues in a fair, equitable and timely manner.
- Organizational Support: Follows district policies and procedures, rules of conduct, and behavior expectations. Promotes/presents a positive image of the school/district.
- Dependability: Follows instructions and responds to management direction; Responds to requests for service and assistance; Takes responsibility for own actions. Completes tasks on time or notifies the appropriate person with an alternate plan. Follow through on commitments.

- **Job Knowledge:** Demonstrates a working knowledge and understanding in the areas of responsibility. Acquires needed skills and knowledge with little reluctance, continuing to grow knowledge base to remain current with new developments and industry best practices.

QUALIFICATIONS:

Perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education/ Experience:** Associate in Arts degree required. Bachelor's degree preferred. May be eligible for employment with a high school diploma and successful completion of a paraprofessional competency test. One year of directly relevant experience in a school setting is desirable. Good working knowledge of children. Knowledge of children with disabilities of special education students, and special education teaching methods preferred.
- **Certification and Licenses:** First aid and CPR training required. Valid Vermont Driver's license and reliable transportation preferred. Fingerprint/criminal justice clearance.
- **Computer Skills and Experience:** Training and/or experience in using Microsoft Office, Google Suite (email, calendar, docs, sheets), student information systems, grading systems, assessment systems, and computerized filing systems preferred. Have the ability to learn and utilize new software programs as systems upgrade.
- **Language Skills:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Demonstrated broad knowledge of academic subject matter being taught to students desired. Have demonstrated experience successfully supporting diverse students, including students of color, English Language Learners, and LGBTQ+ students.
- **Math Skills:** Ability to calculate figures and amounts such as discounts, interest, commission, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be required. *Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, areas, circumference, and volume. Ability to apply concepts of basic algebra and geometry.*
- **Reasoning Abilities/Mental Requirements:** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. *Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, and schedule form. Ability to maintain confidentiality of information presented in various formats.*
- **Communication & Interpersonal Skills:** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.

PHYSICAL DEMANDS:

Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, and feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop; kneel, or crouch. The employee must occasionally lift, carry, move, and/or restrain school age children. Employee is regularly required to drive. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS:

The job functions are generally performed in an indoor environment. The employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals

with disabilities to perform the essential functions. The noise level in the work environment is usually moderate and work performed in a school classroom environment.

EQUAL OPPORTUNITY EMPLOYER:

Central Vermont Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identify, sexual orientation, marital/civil union statu, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who particiapte in an equal opportunity investigation.

Our organization is committed to building a diverse team that represents the students we serve. We welcome applications from people of color, people from the LGBTQ+ community, and people with disabilities.

DISCLAIMER:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed.