

SOUTH SIOUX CITY COMMUNITY SCHOOLS

PARAPROFESSIONAL

Reports to:	Building Principal and appropriate Director of various programs
Classification:	Classified
FLSA Status:	Non Exempt
Terms of Employment:	Days according to school calendar as approved by board policy
Evaluation:	Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy
Compensation:	Reviewed and established annually by the Board of Education

EMPLOYEE CHARACTERISTICS

- Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
- Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- Integrity—Job requires being honest and ethical.
- Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
- Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- Initiative—Job requires a willingness to take on responsibilities and challenges.

WORKING CONDITIONS

- Inside heated and air conditioned classroom.
- Outside for activities with students and student supervision.
- Exposure to incidents of aggression when working with students with behavioral impairments.

PERFORMANCE RESPONSIBILITIES

- Tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers.
- Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.
- Discuss assigned duties with classroom teachers to coordinate instructional efforts.
- Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
- Distribute tests and homework assignments and collect them when they are completed.
- Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
- Attend staff meetings and serve on committees, as required.
- Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.
- Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education teachers, psychologists, speech-language pathologists or other professionals.
- Assist in bus loading and unloading.
- Take class attendance and maintain attendance records.

- Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.
- Organize and supervise games and other recreational activities to promote physical, mental, and social development.
- Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review.
- Enforce administration policies and rules governing students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
- Adhere to the code of ethics of the District for non-certificated staff. The Paraeducator must serve as a positive role model for staff and students.
- Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Time Management—Managing one's own time and the time of others.
- Service Orientation—Actively looking for ways to help people.
- Coordination—Adjusting actions in relation to others' actions.
- Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Reasoning—Deductive: The ability to apply general rules to specific problems to produce answers that make sense. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
- Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as students and coworkers.
- Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes: establishing and maintaining positive and appropriate relationships with students.
- Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolving problems in educational settings.
- Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish your work.
- Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: coordinating educational content, demonstrating physical activities, developing instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet student needs, and using classroom management techniques.
- Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form. This includes: recording student progress.
- Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral or academic problems.
- Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used.
- Bi-lingual skills preferred.

- Perform other tasks or duties as assigned by the Principal.

EDUCATION AND/OR EXPERIENCE

- Two years of paid experience performing a variety of general office and clerical work, preferably in a student health facility.
- Equivalent to the completion of the twelfth grade, including or supplemented by course work in typing, computer record management, and health facility office practices.
- Possession of a current First Aid Certificate issued by the American Red Cross, which includes CPR, catheterization processes, blood borne pathogen practice training.

REQUIRED KNOWLEDGE AND SKILLS

- Regular, dependable attendance on the job, the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and the ability to perform the following identified physical requirements:

Physical Requirements Paraprofessional					
	Item is not a requirement of the job NE	Occasional – up to 33% of time NE	Occasional/Essential – up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% E
Stamina				X	
1. Sitting				X	
2. Walking				X	
3. Standing			X		
4. Sprinting/Running	X				
Flexibility					
5. Bending or twisting at the neck more than the average person			X		
6. Bending or twisting at the trunk more than the average person			X		
7. Squatting/Stooping/Kneeling			X		
8. Reaching above the head			X		
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities					
11. Climbing (on ladders, into large trucks/vehicles, etc.)	X				
12. Hand/grip strength			X		
13. Driving on the job		X			
14. Typing non-stop	X				
Use of Arms and Hands					
15. Manual dexterity (using a wrench or screwing a lid on a jar)			X		
16. Finger dexterity (typing or putting a nut on a bolt)			X		
Lifting Requirements					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				

19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?			X		
Pushing/Pulling					
23. 25 to 50 pounds			X		
24. 51 to 75 pounds			X		
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				
Carrying					
27. 10 to 25 pounds			X		
28. 26 to 50 pounds		X			
29. 51 to 75 pounds	X				
30. 76 to 90 pounds	X				
31. Over 90 pounds	X				