



**Title:** Educational Aide (Special Education Support)

**FLSA Status:** Non-Exempt, Hourly

**Department:** Special Education

**Reports to:** Director of Special Education with day-to-day oversight of Intervention Specialist and Classroom Teacher

**Direct Reports:** None

**Position Summary:** The Educational Aide (Special Education Support) position has been established for the purpose(s) of working with an individual and/or small groups of students under the supervision of a certified teacher in the supervision and instruction of special needs students in the general education classroom. The Educational Aide would assist the student(s) by modeling the necessary skills to perform assignments; follow educational and specific behavioral plans; and model appropriate behaviors and interactions with students and staff. The Educational Aide would assist the student(s) by adapting classroom materials and activities based on a student's particular needs. They may develop worksheets that help the student better grasp lesson material, incorporate visual aids to support a student's understanding of a lesson, or develop activities aimed at helping students successfully learn. Due to the varied and individual needs of each student, the Paraprofessional Aide may provide a variety of support and assistance and should be flexible in adjusting to the needs of the student.

**Essential Functions:**

- Adapts classroom activities, assignments and/or materials under the direction of the classroom teacher for the purpose of supporting and reinforcing classroom objectives.
- Communicates with teachers and other school personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher, instructional programs and lesson plans (e.g. reading, math, language comprehension, writing, computer, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Maintains classroom materials and work area for the purpose of ensuring availability of a safe learning environment and/or meeting mandated requirements.
- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
- Promotes good study habits and student independence for the purpose of improving the quality of student outcomes.

- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. self-esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring student's success.
- Documents student's daily activities (e.g. behavior, completed assignments, on/off task times, etc.) for the purpose of completing daily logs and student's hourly activities.
- Implements under the supervision of assigned teacher, behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learning concepts.
- Models conversation, manners, clean-up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner.
- Monitors student's daily schedule and behavior plan (e.g. class schedule, toileting, medication, appetite, etc.) for the purpose of maintaining a safe and positive learning environment.
- Responds to emergency situations (e.g. injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

**Other Functions:**

- Administers tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the special education team.

**Performance Responsibilities:**

- Assists the assigned staff member(s) in all aspects of daily programming, including, but not necessarily limited to social, academic, behavioral, and self-help growth and development.
- Assists in the direct supervision of children in the assigned program as directed by the teacher or administrator (e.g., bus loading, classroom assignments, lunch, recess, etc.).
- Demonstrates understanding of students' disabilities; keeps a firm hand and is courteous and fair.
- Demonstrates flexibility in schedule and activities throughout the day.
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students.
- Maintain confidentiality regarding all aspects of his/her work with special education children and other staff.
- Participates in all meetings, training programs, and in-service sessions as assigned by the building, Principal and Director of Special Education.
- Performs such other duties as may be directed by the school administrator.

**Position Qualifications:**

- Born-again believer in Jesus Christ, active personal relationship with the Lord Jesus Christ, and has a commitment to a Christ-centered lifestyle as stated in and throughout the DCS Employee Handbook.

- Valid Ohio Paraprofessional Aide Certification
- Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and basic mathematical skills (e.g. add, subtract, multiply and divide in all units of measure using whole numbers, common fractions, and decimals; compute rate, ratio, and percent, draw and interpret graphs, etc.).
- Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; reading fluency and comprehension; age appropriate activities; and health and safety standards.
- Specific ability-based competencies required to satisfactorily perform the functions of the job include: working with emotionally, physically and/or mentally impaired students; maintaining confidentiality; maintaining composure under stressful situations; communicating with diverse groups; adapting to changing work priorities; working as part of a team; applying common sense understanding to carry out instructions; dealing with problems involving a few concrete variables in standardized situations; effectively presenting information in one-to-one and group situations to students; and working with frequent interruptions.

**Physical Requirements:**

- Ability to move about the building and property site including climbing stairs.
- Ability to assist students in and out of a vehicle or chair.
- Ability to lift and move objects such as boxes of paper, books, and related materials.
- Being able to physically respond to emergency situations (fire, tornado, student protection from intruder, etc.)
- Ability to lift up to 50 pounds on a routine basis.

**Mental Demands:**

- Ability to communicate effectively with a student who may be experiencing heightened emotions or exhibiting atypical behavior.
- Ability to maintain emotional control under stress while maintaining a clear focus on the student and his/her needs.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.