

Parent / Guardian Mentor

Position Details

Class Code: 0194

Job Family: Paraprofessionals/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 44 on the Support Professional Salary Schedule](#)

FLSA STATUS: NON-EXEMPT

Position Summary

Under immediate supervision, serves as liaison to disabled students' parents/guardians, and/or surrogates, with an emphasis on Early Childhood Special Education (ECSE) students; facilitates involvement in school programs and services.

Essential Duties and Responsibilities

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Assists parents/guardians in acting effectively on behalf of their child or ward.
2. Provides and arranges parents/guardians educational awareness and support groups.
3. Assists parents/guardians in learning more about their child's educational program.
4. Acts as liaison between school and parents/guardians in gathering or relaying information.
5. Assists parents/guardians in understanding children's due process rights and responsibilities as defined in Public Law 101-476.
6. Explains Individual Education Program (IEP) process to parents/guardians and attends IEP meetings upon request.
7. Assists in transitions between school programs.

8. Supports parents/guardians and teachers through home visits, school visits, and phone calls.
 9. Provides information and referrals to community resources.
 10. Conforms to safety standards, as prescribed.
 11. Performs other tasks related to the position, as assigned.
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Distinguishing Characteristics

Involves acting as a liaison between school and disabled preschoolers' parents/guardians; assists in home-to-school and program-to-program transitions.

Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of Public Laws 99-457, 101-476, etc.
 2. Knowledge of disabled children's needs.
 3. Knowledge of Clark County School District (CCSD) and community resources serving disabled preschoolers.
 4. Ability to maintain records.
 5. Ability to communicate effectively with parents/guardians and staff, both verbally and in writing.
 6. Ability to learn and explain CCSD policies/procedures.
 7. Ability to work independently.
 8. Ability to present information to large groups.
 9. Ability to maintain confidentiality of information.
 10. Ability to work cooperatively with employees, students, and the public.
 11. Ability to recognize and report hazards and apply safe work methods.
 12. Possess physical and mental stamina commensurate with the responsibilities of the position.
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Position Requirements

Education, Training, and Experience

1. High school graduation or other equivalent (General Education Development (GED), foreign equivalency, etc.).
2. Two (2) years' experience working with students or parents in school/community agencies.

Licenses and Certifications

1. A valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada. License must be maintained for the duration of the assignment.
2. Current driving history (dated within six (6) months from the date printed) issued by the Department of Motor Vehicles (DMV) at the time of application or Qualified Selection Pool (QSP) placement and at the time of interview prior to final selection.
3. Safe driving record. Safe driving record must be maintained for the duration of the assignment.

Preferred Qualifications

Parents/guardians of special education child(ren).

Document(s) Required at Time of Application

1. High school transcript or other equivalent (GED, foreign equivalency, etc.).
 2. Copy of a valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada.
 3. Copy of current driving history (dated within six (6) months from the date printed) issued by the DMV.
 4. Safe driving record.
 5. Specific documented evidence of training and experience to satisfy qualifications.
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Examples of Assigned Work Areas

CCSD schools (offices, classrooms, corridors, libraries, etc.), home visits, community, and/or other agencies.

Work Environment

Strength

Sedentary/light - exert force up to 20 lbs., occasionally; 10-25 lbs., frequently; up to 10 lbs., constantly.

Physical Demand

Frequent sitting, standing, walking, pushing, pulling, stooping, kneeling, crouching, reaching, handling, repetitive fine motor activities, talking, and hearing. Hearing and speech to communicate in person, via video conference and computers, or over the telephone. Mobility to work in a typical office setting and use standard office equipment. Stamina to remain seated and maintain concentration for an extended period of time. Vision: Frequent near and far acuity, and field of vision. Vision to read printed and online materials, Video Display Terminal (VDT) screens, or other monitoring devices.

Environmental Conditions

Climate-controlled office settings with temperatures ranging from moderate to extreme cold/heat. Exposure to noise levels ranging from mild/moderate to loud for occasional to frequent time periods.

Hazards

Furniture, playground/office equipment, communicable diseases, chemicals and fumes (as related to specific assignment), and power/hand-operated equipment and machinery (as related to specific assignment).

Examples of Equipment/Supplies Used to Perform Tasks

Copiers, computers, fax machines, telephones, and motor vehicles.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information

- Revised: 07/17/24

- Created: 07/01/88