

YUMA PRIVATE INDUSTRY COUNCIL POSITION DESCRIPTION

Title:

Para Professional/Food Service Coordinator

Reports to: School Principal Educational Opportunity Center (CHS)

Classification: Non-Exempt

Revision Date: August 2026

Salary: \$18.79/Hr

The Yuma Private Industry Council is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, disability status, protected veteran status, or any other characteristic protected by law.

SUMMARY

Under the direction of the School Principal, the Para professional/Food Service Coordinator position plays a vital role in supporting student learning, coordinating daily meals, maintaining accurate meal records and carrying out school-to-home duties to support student attendance. This position integrates school support, food service operations, and attendance coordination into a unified role aligned to the school's vision and mission of serving at-risk high school students. Approximately 6% of the employee's total work time may be allocated to other duties outlined in this job description, based on operational needs.

The role includes:

- Supporting teachers through preparing class materials and setting up rooms for instruction.
- Coordination of school meal service and compliance documentation
- Attendance monitoring, outreach, and student engagement activities
- Effective instruction while substituting for teachers

PRIMARY RESPONSIBILITIES

I. Meal Coordination – Approximately 30% of time responsibility

Daily Operations:

- Manage, coordinate, and oversee day-to-day meal service operations
- Order an estimated daily breakfast and lunch count
- Acquire or accept prepared meals from contracted meal preparation site.
- Prepare the meal service line for student meal service.
- Ensure each student receives a federally reimbursable meal
- Perform sanitation and cleaning of kitchen items and areas

Compliance and Documentation:

- Validate the daily meal count and correct discrepancies through coordinating with the meal preparation site.
- Maintain and enter student daily meal counts, and meal logs.
- Prepare monthly logs for data entry.
- Complete roster checks, daily data entry, and enrollment verification and reconciliation.

Quality and Safety:

- Conduct daily food and kitchen safety checks and complete monitoring logs.
- Monitor food quality and serving sizes.
- Ensure the serving line is clean, organized, and visually appealing throughout meal service.
- Supervise students moving through the serving line.
- Supervise volunteers and aids assisting with meal program.

II. Attendance Coordination – Approximately 34% of time responsibility

Student Attendance Monitoring:

- Track daily attendance using school's student information system to identify absent students.
- Identify patterns of absenteeism and establish a plan of action to combat chronic absenteeism.

Student and Family Outreach:

- Conduct telecommunication contact and home visits to support re-engagement and address attendance barriers.
- Provide documentation and communication regarding all outreach activities to school staff.

Engagement and Support:

- Connect students and families to resources, actions, and events that would support improved attendance.
- Schedule students to connect with resources, activities, and events.
- Transport students to school, resources, activities and events.

III. School Paraprofessional Support – Approximately 30% of time responsibility

Overall School Support:

- Maintain and communicate the school event calendar.
- Contact local businesses and agencies to participate as a host for field trips or as school guests to visit the school.
- Schedule and coordinate interest based events and field trips for students.
- Create, publish, and distribute student permission slips and event flyers.
- Contact local organizations to place the principal on a guest list and schedule the principal to attend those organization functions.
- Take and submit photos of field trips and events and submit photos for marketing purposes.
- Ensure logistics for each field trip and event are complete prior to the field trip or event.

Classroom Support:

- For an assigned teacher, assist in preparing room and lesson material for daily instruction.
- Provide assistance to small groups of students
- Prepare instructional materials and inventory equipment
- Act as a substitute teacher for short periods of time for no more than 2 periods in one day for no more than 2 consecutive days.

IV. Supporting Skills

- *Deliver tutoring services.*
- *Coach individual students.*
- *Provide individualized approach to each student.*
- *Provide focused guidance in subjects based on student needs and Individual Education Plan (IEP) as directed by primary teacher.*
- *Maintain records of student progress.*
- *Take attendance.*
- *Grade papers.*
- *Write student reports as specified by Supervisor.*

CORE SKILLS

Communication

- Communication: *The ability to communicate information and ideas in speaking so others will understand (respond effectively to the most sensitive inquiries or complaints, effectively presenting information and responding to questions from groups of managers, clients, employers, customers, elected officials, and the public).*
- Computer Skills: *The ability to create, enter, manage, and extract data using databases and spreadsheets; as well as use software to create written documents, flyers, reports, and other communication materials.*

This includes proficiency with student information systems, meal-program compliance platforms, and digital tools used for attendance tracking, documentation, and instructional support.

- Comprehension: *The ability to listen to and understand information and ideas presented through spoken words and sentences (respond effectively to the most sensitive inquiries or complaints (effectively present information and/or respond to questions from groups of managers, clients, employers, customers, elected officials, and the general public).*
- Speech Recognition: *ability to identify and understand the speech of another person.*
- Speech Clarity: *ability to speak clearly so others can understand you.*
- Writing: *The ability of communicating effectively in writing as appropriate for the needs of the audience.*
- Written Comprehension: *ability to read and understand information and ideas presented in writing).*
- Written Expression: *The ability to communicate information and ideas in writing so others will understand (write clear and concise memoranda without close supervision).*
- Reading Comprehension: *Read, analyze, and interpret general instructions, technical procedures, and government regulations (understanding written sentences and paragraphs in work related documents).*
- *Fluency in the English and Spanish languages preferred.*

Mathematics

- *Apply mathematical concepts such as addition, subtraction, multiplication, division, fractions, percentages, and ratios.*

Reasoning

- Problem Sensitivity: *ability to tell when something is wrong or is likely to go wrong (does not involve solving the problem, only recognizing there is a problem).*
- Deductive Reasoning: *ability to apply general rules to specific problems to produce answers that make sense (solves practical problems, collect data, establish facts, and draw valid conclusions).*
- Inductive Reasoning: *ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).*
- Critical Thinking: *The use of logic and reasoning to identify strengths and weaknesses of alternative solutions, conclusions or approaches to problems.*
- *Interpret a variety of technical instructions.*

Technology

- Demonstrate **proficiency** in software including but not limited to Microsoft Windows, Microsoft Office, Microsoft Excel, and Microsoft Access (Database).
- Demonstrate **proficiency** in Internet usage.
- Demonstrate the ethical and effective use of AI tools.

Socioeconomic

- Maintain an awareness of socioeconomic factors bearing on unemployment, local labor community problems, and/or resources relating to the labor market.

Supervisory

- **Active Learning:** Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Time Management:** Managing one's own time and the time of others.
- **Learning Strategies:** Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Must demonstrate the ability to maintain a learning environment with students in the absence of the Instructor.

Interpersonal

- **Social Perceptiveness:** Being aware of others' reactions and understanding why they react as they do.
- **Service Orientation:** Actively looking for ways to help people.
- Must possess excellent interpersonal skills.
- Must demonstrate excellent self-control and confidence during presentations.

Knowledge of:

- Nutrition requirements.
- Principles of good nutrition and quantity food preparation and service.
- Price and portion controls.
- Food ordering and storage methods.
- Proper operation and maintenance of food service equipment.
- Food handling, safety and sanitation standards and techniques.
- Federal and State laws and regulations governing child nutrition programs such as, free and reduced meals programs for eligible students and competitive sales.
- Inventory and record-keeping procedures.

- *Basic cost accounting techniques.*
- *Student Information Systems*
- *Basic keyboarding and software dynamics*

Other

- *Demonstrate client-interviewing skills.*
- *Demonstrate data entry and retrieval skills.*
- *Demonstrate appropriate interpersonal skills to accomplish tasks.*
- *Interpret federal and state rules and regulations.*
- *Must possess a valid Arizona Driver's License, reliable transportation, and current agency established standard for liability insurance.*
- *Must demonstrate the Core Values of the Organization.*

EDUCATION AND EXPERIENCE

- High School diploma or equivalent is required.
- A minimum of two years of experience as an instructional aide is required or passing score on the Parapro Assessment (ETS).
- Prior experience with secondary education is preferred.

WORK ENVIRONMENT

The work environment characteristics described herein are representative of those an employee encounters while performing the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level is usually moderate for an office environment.

I acknowledge that I have been given a copy of this job description and I understand the duties and responsibilities stated within. I attest to my capacity to fulfill all such duties and responsibilities. This job description may be revised by the employer and I will be given a copy of revisions, additions, and/or deletions. I understand that I may be given additional related duties and will be required to follow any other instructions or directions given by my supervisor. I understand that any violations of all established policies and procedures may lead to disciplinary measures, up to and including termination.

Signature of Employee

Signature of Supervisor

Printed Name of Employee

Printed Name of Supervisor

Date Signed _____

Date Signed _____