



For the future of every student

CLASS TITLE: PARAEDUCATOR II

BASIC FUNCTION:

Under the immediate supervision of an assigned supervisor and general direction of a classroom teacher, specialist or therapist, assists in providing academic, behavior and social-emotional supports to individual or small groups of students to enhance learning. Monitors and reports student progress according to state standards, classroom objectives and the individualized education program (IEP), including health and/or behavioral plans. Assists students in developing various self-help skills, including hygiene, toileting, eating, social, community and leisure/recreational skills. Provides non-intrusive medical health assistance and/or emergency specialized medical support.

DISTINGUISHING CAREER FEATURES:

PARAEDUCATOR I

Assignments within this job classification may be allocated across various general education and special education programs within the District, including intervention and resource services. Advancement to levels II & III require more advanced knowledge, skill, and ability to work with special student populations or in specially recognized skill areas. NCPI (Non-Violent Crisis Intervention) training preferred.

PARAEDUCATOR II

Assignments within this job classification may be allocated across various general education and special education programs within the District, including mild/moderate classroom environments. Advancement to level III requires more advanced knowledge, skill, and ability to work with special student populations or in specially recognized skill areas. NCPI (Non-Violent Crisis Intervention), First Aid and CPR certifications required.

PARAEDUCATOR III

Assignments within this job classification may be allocated across various special education programs within the District, including moderate/severe classroom environments, students with significant medical conditions requiring ongoing support and administration of specialized medical procedures, and/or requiring intense behavior supports. Advancement to Lead Paraeducator requires more advanced knowledge, skill, and ability to work with special student populations or in specially recognized skill areas, and the ability to lead, mentor and train other paraeducators within these areas. NCPI (Non-Violent Crisis Intervention), First Aid and CPR certifications required, as is ABA (Applied Behavior Analysis)/IBI (Intensive Behavioral Intervention) training.

- All duties performed by a Paraeducator I may also be performed by a Paraeducator II and Paraeducator III.
- The Paraeducator I provides emergency health-related assistance to students as needed. The Paraeducator II will primarily provide non-intrusive medical health assistance and/or emergency specialized medical support, whereas a Paraeducator III may provide intrusive medical assistance, including daily specialized medical support.
- The Paraeducator I and II may be tasked with learning and implementing management plans, including basic techniques such as prompting, or guidance. The Paraeducator II requires NCPI training, and may require training and knowledge in areas such as IBI and ABA, whereas positions assigned to Paraeducator III are responsible for implementing behavior intervention strategies requiring significant training and knowledge of ABA (Applied Behavior Analysis), data collection, assessment and recommendation of appropriate intervention strategies or providing specialized medical support to one or more students who require special accommodations and services in addition to supporting curriculum.

REPRESENTATIVE DUTIES:**ESSENTIAL FUNCTIONS:**

Provides academic, behavior and social instructional assistance to individual or small groups of special education students in mild to moderate classroom, distance learning and/or community environments.

Works on an in-depth basis with individual or small groups of students to execute individual lesson plans and alternative strategies for maximizing learning experiences. Reinforces learning experiences for students. Assists teacher, specialist or therapist in assessing student ability and progress; provides information and discusses student daily activities, progress and needs. Supports students for general education integration following the individualized academic, behavior, health care and safety needs.

Confers with the teacher concerning lesson plans and materials to meet student needs. Assists teacher(s) with implementation of students' Individualized Education Program (IEP) goals and objectives through instruction and a wide variety of prescribed activities. Collects data and/or work samples as instructed by the teacher.

Assists students in completing classroom assignments, homework and projects in various subject areas; assures student understanding of classroom rules and procedures; assists students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance; tutors individual and groups of students in accordance with student needs and progress.

Assists in maintaining order among students in the classroom and school grounds. Assures safety of students following health and safety rules. Assists and supervises individual and groups of students in moving from place-to-place in an orderly manner, (i.e. school bus to classroom, classroom to restroom, lunch room, on playgrounds, on field trips and co-curricular activities.) Paraeducators assigned to a bus run assist and supervise students while riding the bus to and from school.

Assists and guides students by providing appropriate role modeling, emotional support, patience, and a friendly and engaging attitude. Must be discrete in responding to student behaviors and educational needs whenever possible. Must observe and maintain confidentiality of student information in accordance with legal requirements and district policies.

Assists students with total communication systems including modeling use of Speech Generating and AAC devices, switches or low tech static boards; assists with data collection on communication.

Assists with carrying out behavior plans and behavior data collection; assists with sensory and behavior regulation strategies. Assesses crisis situations and intervenes to defuse situations using conflict resolution, crisis intervention, restraints, or assisting staff as appropriate. May utilize a variety of ABA methodologies such as Picture Exchange Communication System (PECS)

Assists students with performing and developing independent living, communication, social and self-help skills; assist in implementing behavior modification and intervention activities as assigned; assist students with physical therapy, positioning and motor skill development as required.

Assists students with personal hygiene including dressing, washing and grooming as assigned by the position; toilets students and changes diapers and soiled clothing as needed; assists lifting students in and out of wheelchairs, and loading and unloading students on and off of buses.

Prepares, serves and assists students with eating food items as assigned. Under the supervision of a certificated staff member, assists with feeding students who are unable to feed themselves.

Provides medical assistance and health care to special education students as assigned by the position; administers basic first aid according to established procedures as needed; provides students with catheterizations or other health care activities as required. Assists students with taking medication under prescribed policies and procedures.

Uses established universal precautions when working with students who may have chronic, contagious conditions to ensure personal and student safety.

Lifts and/or assists in lifting students in and out of wheelchairs, braces, and varied orthopedic equipment, including assistance with performing manual tasks, getting on/off the school bus, and other positioning needs. Assists with campus and community orientation and mobility.

Unloads and loads students from bus including wheelchair bus; assists with safety harnesses or other safety equipment; ensures students have necessary accommodations for bus.

Assists with community based instruction trips including walking and bus trips, including street safety.

Collaborates with District staff to exchange information and resolve issues or concerns related to student needs, progress and assigned instructional support functions. Alerts teacher to any special problems or information concerning students. Provides information and assistance to substitute teachers.

Assures the health and safety of students by following health and safety practices and procedures; assists in maintaining a neat and orderly learning environment that supports learning. Greets and welcomes students and parents.

Maintains various records and files related to students, instructional activities and assigned duties; records grades, takes student attendance and maintains related records as required; assists with administering and monitoring students during tests as required.

Completes accident and incident reports on an as needed basis; and may assist a school nurse in updating and maintaining medical records.

Performs a variety of clerical duties in support of classroom activities such as preparing, duplicating and filing instructional materials and correspondence as assigned. Operates a variety of contemporary office equipment; operates instructional equipment such as iPads, PC or MAC computers, tablets, assistive technology devices, and assigned software or applications, including MS Office, Google Docs, etc.

Must be prepared to change routine or perform tasks normally done by another member of the school or classroom team upon request of the teacher, specialist and/or supervisor within the established duties of the classification.

Participates in staff meetings, Professional Learning Community meetings, in-service training and workshops as assigned.

Some positions may be designated to communicate with students in English and a designated second language to facilitate the learning process as assigned by the position; provide oral and written translation between students, teachers, staff, parents and others as required; translate notes, assignments, letters and other materials as needed.

Performs other duties as assigned that support the overall objective of the position.

MINIMUM QUALIFICATIONS

KNOWLEDGE OF:

- Principles and practices of age appropriate child development and guidance applicable for an educational setting, including knowledge relating to special education.
- Basic subjects taught in the District schools, including mathematics and English usage, with sufficient competency to assist students with individual or group studies.
- Safe practices in classroom, playground, campus, and community-based activities.
- Basic knowledge of teaching and instruction methods that enhance remedial learning.
- Basic clerical and record keeping processes.
- Skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications.
- Principles and techniques of discipline and behavior modification.
- Sufficient human relation skills to work productively and cooperatively with teachers, colleagues, students, and parents in formal and informal settings.
- Essential procedures and concepts related to health, safety, hygiene and patient care.
- Principles of body mechanics in transferring and providing personal care to non-ambulatory students.
- Principles and techniques of discipline and behavior modification.

ABILITY TO:

- Learn and provide for the special needs, issues and requirements of special education students.
- Assist teaching staff with implementation of instructional goals and activities in a classroom, small group or individual learning environment.
- Interact with teachers, specialists and colleagues in order to carry out assigned duties.
- Assist students in developing various self-help skills, including hygiene, eating, social, community and leisure/recreational skills.
- Assist in maintaining order among students in their assigned learning environment.
- Relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.
- Exercise patience when conveying information, and demonstrate sensitivity to the special needs of students.
- Understand the principles of positive reinforcement as they apply to the management of students.
- Maintain confidentiality of student and school information.
- Learn principles and techniques of discipline and behavior modification.
- Learn district regulations, policies and objectives applicable to assigned programs.
- Learn how to properly use and position specialized equipment and apparatus used for severely, physically, emotionally and multi-handicapped students.
- Setup and maintain records; prepare documentation and reports as needed.
- Operate instructional and office equipment.

EDUCATION AND EXPERIENCE:

Graduation from high school or equivalent. Completion of at least two years of study at an institution of higher education (48 semester units), or Associates degree. If a candidate does not possess the higher education requirement, then they must successfully pass the district's competency exam demonstrating knowledge of and the ability to assist in teaching reading, writing and mathematics (or readiness in those subject areas.)

Experience: Some experience working with children, adolescents, and young adults in an organized setting, including individuals with special developmental needs.

LICENSES AND OTHER REQUIREMENTS:

- Valid NCPI (Non-Violent Crisis Intervention) training and certification; employees must fulfill certification requirements within the first six (6) months of the probationary period.
- Valid First Aid and CPR certifications; employees must fulfill certification requirements within the first three (3) months of the probationary period.

Some positions in this classification may require the ability to fluently speak, read, and write a designated second language.

WORKING CONDITIONS:**ENVIRONMENT:**

Work is performed indoors with no exposure to weather conditions and some outside work with exposure to weather conditions during outdoor activities and/or field trips.

PHYSICAL DEMANDS:

Requires the ability to perform in an indoor and/or outdoor learning environment engaged in work of primarily a sedentary to a moderately active nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to: move about office, classroom/laboratory, school grounds or other learning environment, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, equipment, wheelchairs, etc., of light to medium weight on a regular basis, and heavy weight with assistance or labor saving equipment. Requires sitting or standing for extended periods of time. Requires frequent walking, and occasional running or brisk walking to prevent students from eloping.

HAZARDS:

Possible exposure to bodily fluids, bloodborne pathogens and infectious diseases as assigned by the position. Possible contact with hostile or abusive students with unpredictable behaviors including, but not limited to yelling, hitting, kicking, scratching, biting and eloping.