

CLASSIFICATION TITLE: *Para-Educator of Special Education*

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITIES:

To assist the teacher in the instruction and care of students with disabilities, including management of student behavior, record keeping, instructional assistance, medical care, classroom organization, and interaction and communication with students, support staff, parents/guardians, and agencies.

DIRECTLY RESPONSIBLE TO:

Under the immediate supervision of the classroom teacher and the general supervision of the site Principal and overall supervision of the Assistant Superintendent of Special Education.

SUPERVISION OVER: None

ESSENTIAL DUTIES AND RESPONSIBILITIES:

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Program/Staff Support:

Under direction of the classroom teacher, assists in the preparation of materials for lessons and may conduct one-on-one and small group instruction in academic areas; assists the teacher in the physical setup and cleanup of the classroom for group instruction, projects, and activities; assists the teacher with daily and weekly lesson/work plans and follow-through; participates in team meetings to coordinate classroom goals; assists in using and preparing a variety of adaptive equipment and mobility programs following the instruction of the therapist; instructs students in appropriate social skills and in domestic skills such as clothes washing, dish washing, etc; develops and maintains work relationships to provide for integration; at the direction of the supervising teacher or administrator shares appropriate program information to assist in integration activities; works cooperatively with a wide variety of students and staff in various settings; adapts tools/materials necessary to perform class activities in integrated settings including inclusive environments; assists teacher in implementing Individualized Education Plan (IEP) goals; discusses IEP goals and plans with other staff to maintain consistency; assists and provides the instructional team with new ideas for student goals; follows daily instructional schedule; assists with personal hygiene skills: toileting, diapering, cleaning, hand washing, and grooming; maintains toileting schedule; assists and instructs students in dressing and changing; assists and instructs students in eating skills; assists in directing substitutes and other support staff on classroom processes; observes students and monitors daily behaviors to support classroom order, and reinforces appropriate behaviors while in the classroom and in the community; redirects negative behaviors; implements consequences for inappropriate behavior; physically restrains students if necessary for classroom safety; attends in-services and staff meetings as required.

Student Safety and Behavior Management:

Assists the teacher by observing and supervising classroom activities during the course of the instructional day to maintain a controlled and safe environment for students and staff including monitoring students during bathroom breaks, lunch time, and field trips; supervises students during yard duty to ensure rules are followed and activities are appropriate; assists students to correct buses and receives reports on behaviors or problems that occur during transportation before or after school; observes student behavior and maintains awareness of students' activities/actions; carries out behavior management techniques according to student behavior plans and participates in plan development; communicates rules, expectations and consequences to the students; implements consequences for inappropriate behavior; communicates and implements student discipline plan; evaluates students' needs and provides interventions to redirect behavior; assesses crisis situations and intervenes to defuse situations using conflict resolution, crisis intervention, restraints, or assisting staff as appropriate; maintains awareness of fire drill procedures, earthquake preparation and emergency contingency plan; attends trainings regarding safety/security and behavior management as requested.

Recordkeeping:

Assists the staff in maintaining accurate records and reports including attendance charting, grades, daily charts of student progress, individualized health care procedures, lunch count and money, medical records, and IEP and behavior management goals; prepares, files, and maintains student files, emergency forms, and records; maintains and disseminates student accident and incident reports; assists the teacher in ordering and maintaining the classroom supplies, equipment and materials; may operate computer for preparation of schedules, documents, and record keeping; operates fax and copy machines.

Communications:

Communicates effectively in writing and in person with students, parents/guardians, school staff, support staff, bus drivers, school, district, and agency personnel as directed by the administrator or classroom teacher; maintains a professional rapport with program staff; demonstrates sensitivity to needs of students, staff, and parents/guardians; maintains confidentiality of information regarding students; maintains logs; answers and directs phone calls; collects and delivers mail; assists in seeking and gathering information to inform the staff and public regarding student's special needs; may assist bilingual students and parents/guardians with interpretation or translation.

Specialized Health Care Procedures:

Para-Educators required to perform these duties will be provided an additional stipend pursuant to the CSEA Bargaining Unit Agreement: In order to qualify for this stipend, Specialized Health Care Procedures must be performed on a daily basis.

Some Para-Educator positions are required to perform specialized health care procedures after training and under the supervision of a school nurse as allowed by law including, tube feeding, pulmonary treatments and suctioning of mouth and tracheotomy; maintains awareness of silent aspirators; provides proper positioning for physically challenged students; administers medications and maintains records of medications as directed by prescription, parent/guardian, and school nurse; monitors seizure signs and cares for students who may have seizures; works with students who may have chronic, contagious conditions according to established universal health care procedures to ensure personal and student safety; administers first aid and cardiopulmonary resuscitation (CPR) if necessary; maintains and inventories medical supplies and equipment.

Community Based Instruction:

Para-Educators required to perform these duties will be provided an additional stipend pursuant to the CSEA Bargaining Unit Agreement: In order to qualify for the CBI stipend, the Para-Educator must spend 20% or more of weekly, scheduled work hours, solely responsible for supervising students during CBI activities.

Some Para-Educator positions are required to instruct students during Community Based Instruction (CBI) and at vocational job sites. Para-Educators will take the students into the community to provide hands on learning activities to help students acquire functional, living, and working skills; incorporate reading, writing, language, and math subjects into functional activities; teach students money handling, counting change, how to pay for goods and services, banking, time concepts, time management, and scheduling.

MINIMUM QUALIFICATIONS:

Education, Training, and Experience:

Possession of a high school diploma or equivalent; any combination of training and experience which demonstrates ability to perform the duties and responsibilities as described, including previous experience working with groups of children; previous experience working with children or adults with

severe disabilities highly desirable. Must have completed one of the following at the time of hiring, pursuant to the No Child Left Behind Act (NCLB): 1) an associate's degree (or higher); or, 48 semester units of higher education; or, passing score on the paraprofessional exam.

Desirable Qualifications:

Certification in CPR/AED/Epi Pen and First Aid; expressive and receptive second language or sign language.

Knowledge of:

Developmentally appropriate practices; positive discipline and behavior management techniques; correct English usage, grammar, spelling, punctuation, and vocabulary; safe practices in classroom and playground activities; classroom and record-keeping techniques; interpersonal skills necessary to work successfully with students, parents, and staff; special needs and limitations of individuals with disabilities; basic clerical and recordkeeping procedures.

Skills and Ability to:

Read and understand instructions, teaching manuals, and/or guides; communicate effectively in both oral and written forms with diverse populations; successfully supervise students; follow instructions with a minimum of direction; follow and give clear directions; work independently and make decisions within the framework of established guidelines; assist in monitoring and reporting progress regarding student performance and behavior; work in a team environment; adapt to individual needs of teachers and students and work with interruptions; adapt to changing conditions as needs dictate; respond quickly to emergency situations; work with students and staff; understand and maintain confidentiality of student information; perform general clerical duties including recordkeeping and filing; accept, understand, and relate to students who have behavioral, learning, or physical disabilities; ability to stand for long periods of time; ability to lift and position students; ability to push students in wheelchairs; basic signing skills desirable in some programs for nonverbal students; willingness to be trained and updated in first aid and CPR, safety/security and behavior management procedures; willingness to be trained and to use alternative feeding and suctioning techniques; willingness to change diapers and deal with alternative toileting techniques for all ages; willingness to work with students with contagious diseases; ability to assist students in use of computers in classroom; ability to operate standard office and classroom equipment; willingness to be trained in the use of various adaptive equipment for students.

Special Requirements:

Essential duties require, but are not limited to, the following physical abilities:

Mental acuity to perform the essential functions of this position in an accurate, neat, and timely fashion; to make good judgments and decisions; and to evaluate the results of decisions and judgments; physically able to operate a variety of office equipment; must be able to drive a vehicle to transport students; facility to sit at a desk, table, on low chairs, on the floor or on mats, or in classrooms of various configurations for extended periods of time; facility to see, read and distinguish colors, a computer screen, educational materials, books and other printed matter, with or without vision aids; manual dexterity to dial a telephone, to enter data into a computer, and to perform assigned classroom tasks using both hands; facility to hear and understand speech at normal classroom levels and outdoors, and to hear and understand speech on the telephone; facility to speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone; facility to move quickly on uneven terrain, play yards, and school grounds; facility to push wheelchairs or pull wagons with students; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.