

**SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
CLASS SPECIFICATION**

SPECIAL EDUCATION PARAEDUCATOR

PURPOSE OF POSITION

To assist students with disabilities who are receiving special education services by performing paraprofessional duties including modality-based academic instruction, physical education instruction, social skills instruction, behavioral modification and management, preparation of instructional materials, clerical tasks, and related duties as assigned. The Paraeducator may also assist students with feeding, toileting, and specialized health care.

SUPERVISION

Receives general supervision from certificated staff. In the area of specialized health care procedures, receives training and support from School Nurse.

TYPES OF ASSIGNMENTS - Special Education Paraeducators are assigned to a variety of grade levels, pre-school to adult, and settings, including special day classes for students who are medically fragile and/or mildly to severely disabled, resource programs, general education classes, classrooms for severely emotionally disturbed students, and as one-to-one support assistance to students. Each student is placed according to his/her Individualized Education Program (IEP) and can be in one or more of the settings described below:

Resource program (RSP) provides instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The program provides assistance in a variety of ways depending on the needs of the particular student. Services are delivered in individual or small settings as well as in the general education classroom. Students may have mild to moderate impairments and require one-to-one support in general education classrooms.

Special day classes, mild/moderate (MM) and moderate/severe (MS), serve students with disabilities who, due to significant cognitive or physical impairments, cannot participate in general education classes for a majority of the school day. Students enrolled in special day classes interact with their general education peers through academic, non-academic, and extracurricular activities. The students in the special day classes typically have more intensive needs and may be grouped according to their similar instructional needs. Students in the mild/moderate program work on state standards with a variety of instructional strategies. For students in the moderate/severe program, the focus of the program is primarily on functional living skills and a modified curriculum. In both of the programs, the Paraeducator is responsible for assisting the teacher with curriculum, student behavior, and health and personal care.

Classes for emotionally disturbed (ED) are designed for students who demonstrate severe emotional problems which interfere with their learning. These students need a highly structured class with a behavioral component. The curriculum may be modified, but closely follows the general education curriculum.

Special Circumstances Instructional Assistance (SCIA) is one-to-one assistance when additional support is necessary for the student to meet his or her goals. The SCIA may be assigned to assist the student in special education classes, general education classes, or a combination of both. The assignment may involve intensive interventions, data collection, and behavioral challenges.

General Education Inclusion is designed to support the student in the least restrictive environment

with typically developing peers. Students may require SCIA support in order to be successful and safe.

SPECIAL EDUCATION PARAEDUCATOR (continued)

ESSENTIAL FUNCTIONS - Duties may include, but are not limited to, the following; the specific duties performed will vary depending on the program to which assigned:

Implement academic instruction under the direct and indirect supervision of the special education classroom teacher to individuals or small groups of students in reading, written language, mathematics, science, and social sciences. Also assist with instruction in social/emotional, fine and gross motor, and language and communication skills.

Provide curriculum modification for students with special needs within general education classrooms.

Assist with the implementation of communication and social skills programs.

Implement physical education instruction under the direct and indirect supervision of the physical education teacher.

Assist students with research activities and special projects.

Observe students; answer questions; give individual assistance; counsel and calm students as needed.

Assist in carrying out behavior modification programs and assist teacher with classroom management and discipline. Implement differential reinforcement programs. May be required to de-escalate potentially violent situations involving students who demonstrate aggressive, defiant behaviors

Assist students and teachers in the use of computers including instructional software, keyboarding, and word processing.

Assist in supervising students during playground activities, bus loading and unloading, field trips, and other activities.

Assist teacher in preparation of instructional materials and learning activities.

Assist teacher with routine clerical and record-keeping activities including correcting papers, preparing correspondence, completing forms, and filing.

Collect and record data in order to monitor student's progress. Maintain confidentiality of student information.

Assist in preparing bulletin board materials and decorating classroom; assist in maintaining a neat, orderly, and attractive learning environment.

Collect, assemble, and distribute textbooks, learning materials, supplies, equipment, and resource materials; assist in ordering instructional materials as directed.

Operate audiovisual equipment, copy machines, and other equipment that is related to the instructional program.

Attend and participate in staff, professional development, and team planning meetings as required. Attend non-violent crisis intervention training and behavior intervention training as required. May participate in therapy sessions with counselors and mental health specialists.

The following duties are typically performed in classrooms for students who are moderately to severely disabled

and may be performed in support of students in other settings:

Some assignments include specialized health care procedures including, but not limited to, gastrostomy tube feeding, tracheostomy suctioning, blood glucose monitoring, nebulizer treatment, catheterization, intravenous medication and infusion, ostomy procedures, oxygen administration, diapering, and toileting.

SPECIAL EDUCATION PARAEDUCATOR (continued)

Assist in training designated students in the skills necessary to care for their personal hygiene, self-help, and individual medical needs, including use of bathroom facilities, feeding, and other specialized health care.

Adjust special equipment such as wheelchairs, lifts, braces, and walkers; position or reposition students in same.

Set up meal trays; assist students with feeding.

Assist in maintaining clean and safe classroom, play, and eating areas.

Assist students in changing clothing or putting on garments.

PHYSICAL DEMANDS AND WORKING CONDITIONS

The position requires the ability to see for purposes of performing essential job duties, observing students and reading instructional materials, tests, student records and other printed matter; understand speech at normal levels in person and on the telephone; communicate so others will be able to clearly understand a normal conversation in person and on the telephone; operate audiovisual equipment, computer, copy machine and other office and classroom equipment with dexterity; occasionally lift/carry supplies and printed materials weighing up to 25 pounds; occasionally lift (with assistance), move, and position disabled students up to age 22 who may weigh 150 pounds or more; and use appropriate equipment to lift/move student to ensure access to all facilities, including bathrooms. The duties are performed in a classroom and on school grounds with prolonged periods of standing and walking to work with and assist students. There is frequent bending, crouching, kneeling, and sitting on the floor to interact with students, pushing/pulling equipment, and reaching in all directions. Some assignments require constant attention to protecting physical safety in a classroom where students, because of the nature and severity of their disabilities are accident prone or, because of assaultive or self-abusive tendencies, could cause serious injury to themselves or others. There may be incidents of exposure to bodily fluids.

QUALIFICATIONS

Experience/Training: Any combination of education, experience, and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would include graduation from high school and experience working with students with disabilities. Additional college course work and specialized training in child care, psychology/guidance, behavior modification techniques, instructional technology, child development, or a related field are preferred.

Skills, Knowledge, and Abilities: Knowledge of appropriate techniques for the instruction of students in special education; the general purposes and goals of public education, including the California State Standards; general methods of education and teaching; techniques to control and motivate students; student behavior and characteristics; core academic subject areas, including mathematics, science, English, and social sciences, at a level appropriate to assignment; computer equipment; and word processing and data base programs.

Ability to learn instructional terminology, program philosophies, concepts, materials, methods and procedures; assume responsibility for assisting in the supervision of students in special education; recognize potential limitations of students and encourage their participation in educational and occupational programs and activities with patience and compassion; utilize or quickly learn to utilize word processing, data base, and other computer programs used at the site to which assigned; assist students with their personal hygiene, lavatory, and specialized health care needs; read, write, and understand the English language; maintain records; operate or learn to operate equipment used as educational aids; communicate clearly and concisely, both orally and in writing; remain calm in stressful situations; and establish and maintain cooperative working relationships with

those contacted in the course of work.

Classification Review Conducted March-November, 2009
Approved by the Personnel Commission on December 16, 2009
Revised by the Personnel Commission on April 27, 2011
Revised by the Personnel Commission on August 24, 2011