

	<p style="text-align: center;">PARAPROFESSIONAL</p> <p style="text-align: center;">(Formerly: Instructional Aide, Special Ed Behavior Specialist/Paraeducator Instructional Aide, Bilingual)</p>	<p style="text-align: center;">Classified Position</p> <p>Initial Date: September 11, 2012 Board Approval: August 21, 2018 Revision Date: August 21, 2018 Personnel Commission: Sept. 19, 2012 Range: 41</p> <p>Reports to Site Administrator</p>
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DESCRIPTION OF BASIC FUNCTIONS, SUPPORTS AND RESPONSIBILITIES:

Under the direction of a certificated teacher, assists in reinforcing instruction to individuals, small groups of bilingual or English language learners (ELL), or groups of students placed in special education programs because of special needs or with students identified for needing intervention services; monitor and report student progress regarding behavior and performance; perform a variety of clerical, instructional duties, and functional support in support of the instructional program. This job class requires knowledge of instructional support, whether in a special education setting or a general education setting and a high degree of positive contact with students and staff.

REPRESENTATIVE DUTIES:

- Works with students in small groups or in prescribed individualized settings to tutor, reinforce, or follow up learning activities in a classroom setting and/or specialized subject areas under direction of teacher
- Communicates with students in English and a designated second language to facilitate the learning process; may act as an interpreter for students
- Participates and assists teacher in communicating with parents/guardians regarding student conferences and meetings; provides oral and written translation between students, teachers, parents and staff as needed
- May be required to attend IEP meetings when language is a barrier and act as translator
- May work with students who have mild to moderate or moderate to severe learning, physical and emotional disabilities; may work with students who need extra academic or intervention support prior to identification for Special Education services
- May prepare instructional materials for individual students as directed by the teacher, maintain daily records of achievement
- May assist in the implementation of classroom behavior intervention plans where necessary monitoring student drills, practices and related activities
- With Special Education students, may assist teacher in the implementation of assigned sections of the students Individualized Educational Plan (IEP) and behavior intervention plans which may involve use of approved behavior modification, physical management techniques or other skills or knowledge to maintain appropriate behaviors
- Provides support to the classroom teacher by setting up work areas and maintaining a clean, safe, and cooperative classroom and learning environment
- Assists in testing and translating activities as assigned; may assist students with computerized learning software
- Assures the health and safety of students by following health and safety practices and procedures; assist in maintaining a clean and orderly classroom environment
- Assists in providing minor First Aid, administering and recording medication disbursement, CPR and EPI-PEN injection and other medical assistance procedures as deemed appropriate with established training procedures and policies
- Assists in the supervision and monitoring of students and may act as an interpreter for students with communication needs
- Assists students in daily living activities, which may include but are not limited to toileting, nutrition, social skills, and adaptive skills
- May accompany and supervise students on community based instructional outings, work programs, and/or field trips

- May assist in lifting of students in and out of wheelchairs, braces, and other orthopedic equipment
- Maintains confidentiality of student records and classroom information in accordance with legal requirements and policies
- Participates in meetings and in-service training programs
- Performs related duties as assigned

KNOWLEDGE AND ABILITIES:

- Knowledge of basic concepts of child development and behavior and ability to apply individual instructional strategies for special education students and students identified for target interventions
- Ability to learn general techniques for assisting/training students with special conditions such as, but not limited to, Autism/Pervasive Developmental Disorder, Asperger Syndrome, emotional disturbance and Downs Syndrome
- Ability to maintain classroom discipline and assist in the management and shaping of student behavior; ability to take direction and supervision
- Ability to work collaboratively with classroom teachers and professionals
- Ability to exercise tact, diplomacy, and good judgment in dealing with special education students with severe medical disabilities in a variety of situations demonstrating patience and understanding
- Recognize and report health and safety regulations and policies
- Ability to maintain records and report student progress and meet schedules and time lines
- Knowledge of correct English usage, grammar spelling, punctuation and vocabulary and ability to communicate effectively both orally and in writing

EDUCATION AND EXPERIENCE:

- High school diploma or equivalent is required
- Training and experience working with special needs students is desirable
- (P.L. 107-110 January 8, 2002): Candidates must satisfy one of the following requirements:
 - Complete two (2) years of higher education study (minimum 48 units) or
 - Obtain an AA degree or
 - Obtain a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing and mathematics readiness (NCLB Certified)

LICENSES AND OTHER REQUIREMENTS:

- May require a valid California Driver's License
- May require pre-employment physical examination

WORKING CONDITIONS:

ENVIRONMENT:

- Primarily indoor classroom working environment; occasional outdoor environment in common areas and playground and bus supervision in school environment

PHYSICAL DEMANDS:

- Performs kneeling, stooping, standing and lifting, sitting for extended periods of time
- Seeing, hearing and speaking to exchange information
- Bending, twisting, pushing, pulling, climbing, squatting, crawling and kneeling to perform duties
- Dexterity of hands and fingers
- May be required to lift up to 50 pounds without assistance
- Moderate to high stress level

HAZARDS:

- Exposure to body fluids; all body fluids should be handled as if infectious
- Exposure to risk of tripping and falling and /or physical contact

EMPLOYMENT STANDARDS:

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position. Individuals must maintain a professional attitude and appearance.