

**TRANSITIONAL PARAEDUCATOR II – STRUCTURED LEARNING CENTER (SLC),
TRANSITIONAL LEARNING CENTER (TLC), AND ADULT TRANSITION
PROGRAM (ATP)**

Classification: Instructional – School Based

Location: Assigned Department

Reports to: District Administrator

FLSA Status: Non-Exempt

This is a standard position description to be used for transitional paraeducator positions with similar duties, responsibilities, classification and compensation. Transitional paraeducators assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The incumbent performs a variety of instructional, training, and/or support duties to assist Special Education teachers in instruction, supervision, and education of students with severe physical and mental special needs that generally require placement in self-contained classrooms. The incumbent may also be assigned in one-on-one teacher-to-student situations when the students have needs similar to those of Structured Learning Center classrooms (e.g., physical disabilities requiring considerable support).

Part II: Supervision and Controls over the Work:

Transitional paraeducators work under the day-to-day direction of a Special Education Teacher in a self-contained or adult transition classroom setting. Student needs include severe behavioral, physical, or mental disabilities.

Teachers and/or educational staff associates provide specific directions and oversight for student supervision, training and/or instructional support, and intervention strategies. Transitional paraeducators (SLC/TLC/ATP) are responsible for being familiar with the school/district policies and procedures which govern their work, and for acquiring and applying knowledge of IDEA and Section 504 requirements.

Part III: Major Duties and Responsibilities: The following duties are intended to cover all or most SLC/TLC/ATP settings. The specific duties that apply to any given position will vary.

1. Works collaboratively by assisting teachers and specialists in assessment, curriculum implementation, student interactions, student intervention, enforcing safe behaviors, and

enhancing social and life skills growth of students. Assistance is typically provided in special education Structured Learning Center/ATP classrooms or in regular education classrooms to students with similar one-on-one special needs.

2. Assist students with common daily tasks such as eating, dressing, toileting, to include diapering. May provide colostomy care including emptying colostomy bags and cleaning of the skin. May provide catheterization. May administer tube feedings and/or medication(s) as authorized by the school nurse and supervisory staff. May provide health services and assistance to include changing dressings, assisting with oxygen, assisting with insulin, assisting with nebulizers or inhalers, and assisting with walkers, wheelchairs, canes, crutches.
3. Teach independent living skills such as cooking, laundry, general personal hygiene and cleanliness.
4. Takes action, or assist in taking action, to seclude or restrain students who are at risk of harming themselves or others by following school/district-approved restraint/seclusion procedures.
5. May intervene with students to implement physical and/or behavioral strategies.
6. Assist in implementing physical and occupational therapy plans by working with students to increase range of motion, mobility, and positioning.
7. May escort students in one-on-one or small groups to and from recess and playground, to and from bus locations, and may be required to ride on the bus with student(s).
8. When communicating with students, parents, community members, and other staff members exercises discretion and assures protection of student confidentiality consistent with the direction and guidance of staff, administrators, and school/district policies and procedures.
9. Oversees student safety by such activities as recess and playground supervision, bus duty, crossing guard duty, hallway supervision, etc. Takes steps to intervene when students are not in control or may be in dangerous or unsafe situations.
10. Provides instructional support and tutoring to students in large groups, small groups, and one-on-one situations.

11. Implements behavior support and intervention plans as directed by a teacher. Documents behavior of students to assist teacher in assessing progress with education plans. Maintain, or assist in maintaining, student weekly progress reports.
12. Performs clerical duties such as preparing instructional materials, making copies, operating office equipment, answering telephones, and record keeping.
13. May be assigned to various locations throughout the school year for changes in one-on-one support of students.

Perform other duties as assigned.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Successful completion of an Associate's Degree, or two years of post-high school education. The education requirement may be substituted at the sole discretion of the District by successfully passing the written Educational Testing Service competency examination.
- Able to be certified or to become certified in first aid, CPR, and/or operation of defibrillators.
- Able to be trained in instructional and behavior intervention methodologies in such content areas as reading, writing, and mathematics, and in such areas as student restraint, safety, medication, and physical management and intervention systems.
- Possess strong interpersonal skills and ability to work effectively and collaboratively as a team member.
- Able to work in an environment with frequent interruptions and changing tasks and priorities.
- Able to assist, console, and manage students who may be emotional, distraught, or frustrated.
- Able to remain calm, focused and in control when working with students, parents, guardians, and community members who may be upset.

- Able to follow written and verbal direction and take the initiative to seek clarity and take action when needed.
- Be or become knowledgeable and supportive of classroom management and student discipline procedures.
- Possess effective and accurate command of the English language.
- Able to organize work and set priorities for accomplishing work in a timely and effective manner.
- Able to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
- Able to work collaboratively and effectively with staff, students, parents, volunteers, and community members.
- Ability to communicate effectively verbally and in writing.
- Skill in the use of office and computer equipment and use of standard office software and student information system software.

Part V: Desired Qualifications:

- Bachelor Degree in an appropriate and related field of study.
- Two years of experience that demonstrates the ability to work successfully with children in a learning environment.
- Bilingual and bicultural skills.
- Familiarity, or willingness and ability to be trained in areas of Down syndrome, Autism, multiple disabilities, mental health disorders, ADHD, etc.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The employee must lift and/or move 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.
- While performing the duties of this job, the employee is frequently required to sit, walk long distances, talk, lift, carry, move about, hear and speak. (no need to perform extensive work at computer, like Resource Room)
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.
- The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels.
- The employee may be exposed to aggressive student behaviors including biting, hitting, kicking, and throwing of objects, and may be required to intervene with physical or behavioral intervention strategies. May be required to wear and utilize safety equipment designed to minimize the risk of injury to the employee and to the student.
- The employee may be exposed to bodily fluids and waste while performing duties.
- The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.