

## WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT

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**TITLE: PARAEDUCATOR/BEHAVIOR and INSTRUCTIONAL SUPPORT**

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### **BASIC FUNCTION:**

Under the direction of an Administrator of Student Services, assists a certificated teacher(s) or specialist(s) in providing behavior support to students; perform independent paraprofessional duties related to regular and special education students with significant behavioral concerns; perform instructional support and follow-up activities. Positions in this class are distinguished from other Paraeducator positions by assignment to a variety of Special Education and General Education classrooms throughout the district to implement behavioral intervention plans designed by district behavior specialists; provides specialized assistance requiring specific training in behavior related programs; provides instruction to entry-level instructional assistants; assist supervisor on organizational and procedural issues, and perform other related duties as required.

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### **ESSENTIAL DUTIES:**

Assists in implementation of behavior intervention plans, and follow-up to individual students.

Uses positive reinforcement to assist students in their development and behavior (including attending an inservice on instructional and behavior strategies).

Works with teachers, school psychologists, and WOCCE support staff, on the appropriate replacement behaviors, guidance and strategies needed to further enhance the student's development.

Implements program accommodations and modifications as directed, and according to the needs of the student's Individual Education Program (IEP).

Collects data and maintains records of student's progress in targeted behavior areas.

Tutors individual or small groups of students in specific areas of learning, reinforcing instruction as directed by the teacher(s).

Assists teacher(s) in providing instructional materials to individuals, by reading and explaining instructions, answering questions, and encouraging students to complete assignments.

Assists teacher(s) in supporting students in all curricular areas; reinforces learning concepts in instructional areas; teaches and promotes self-help skills where needed; and encourages questions and responses to stimulate learning.

Works with children in their development of psycho-motor skills, self-help skills and social skills.

Implements programs and lessons as directed by a certificated teacher or administration; administers and scores a variety of tests.

Observes and controls the behavior of students according to approved procedures.

Reports progress regarding student performance and behavior to school staff.

Assists students by providing proper examples, emotional support, a positive attitude, and general guidance.

Confers with teachers concerning programs and materials to meet student's needs.

Assures the health and safety of students by following health and safety rules.

Participates in meetings and inservice training programs as assigned.

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**OTHER REPRESENTATIVE DUTIES:**

Performs a variety of clerical duties in relation to student instruction, such as the preparation of instructional materials, scoring tests, recording grades and attendance, maintaining records and confidential student files.

Assists assigned children with basic care activities including dressing, toileting, feeding, grooming, and some medical needs.

Assists in the organization and supervision of physical education and games programs designed to develop students' psychomotor skills.

Provides support to the teacher by setting up work areas, displays, and exhibits; operating audio-visual equipment; operating educational training equipment; as well as distributing and collecting papers and supplies.

Oversees students engaged in outdoor activities or on field trips as assigned.

Directs group activities of students as assigned.

Performs other related duties as assigned.

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**ORGANIZATIONAL RELATIONSHIPS:**

Supervision: (1) Is responsible to and evaluated by an Administrator of Student Services of the school(s) to which assigned.

(2) Receives direction from the classroom or specialized certificated teacher(s) to which assigned.

(3) May provide limited work direction and guidance to volunteers, student helpers and less experienced paraeducators.

Internal Contacts: (1) Continuous contact with teachers and students.

(2) Continuing contact with the school principal and school office staff.

(3) Some contact with other paraeducators, custodial employees, and noon duty personnel.

External Contacts: Contact with parents or guardians of students as necessary.

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KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Appropriate behavior management techniques and interventions for use with special education students.

Child guidance principles and practices; especially as they relate to students with learning disabilities.

Basic concepts of child growth and development, developmental behavior characteristics particularly pertaining to students with special learning needs, behavior management strategies and techniques relating to students who experience atypical behaviors.

Basic subjects taught in elementary and middle schools including arithmetic, grammar, spelling, language, reading, and middle school algebra.

Safe practices for in-classroom and playground activities.

Standard American English usage, grammar, spelling, punctuation, and vocabulary.

Oral, written, and reading communication skills.

Interpersonal relations skills; using tact, patience, and courtesy.

Record-keeping techniques.

ABILITY TO:

Demonstrate understanding, patience, and a receptive, positive attitude toward students of varied age groups, particularly those exhibiting special needs.

Train and provide leadership to other staff members.

Learn behavior intervention strategies and procedures such as identifying antecedents and consequences of behavior, function of behavior, and replacement behaviors.

Appropriately manage student behavior and guide students toward more acceptable social behaviors.

Follow behavioral intervention plans drafted by the district school psychologist.

Utilize a variety of instructional materials and procedures to enhance a positive educational environment.

Communicate effectively in oral and written form.

Assist with instruction and related activities in a special education learning environment.

Oversee and discipline students in accordance with approved policies and procedures.

Print and write legibly.

Exercise flexibility, patience, and sensitivity.

Make arithmetic calculations quickly and accurately.

Learn the procedures, functions, and limitations of assigned duties.

Operate instructional and office equipment.

Operate a personal computer (PC) and related software commonly used by students.

Perform clerical duties such as filing, duplicating, and maintaining simple records.

Understand and follow both oral and written directions.

Understand the exceptional needs of special education students.

Establish and maintain cooperative working relationships with children and adults.

Perform simple clerical work and record keeping.

Work confidentially with discretion.

Read, interpret, and follow rules, regulations, policies and procedures.

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#### PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch, move rapidly and run. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

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#### EDUCATION AND EXPERIENCE:

Equivalent to completion of the twelfth grade and demonstrated experience in working with children in a learning situation, preferably children with special needs. College level training in child care, psychology, education and training of atypical children preferred.

Forty hours of documented behavior training preferred.

Attendance at district-established on-going training sessions and clinics are requirements for continued employment.

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LICENSES AND OTHER REQUIREMENTS:

Pass a district proficiency test in English usage, language arts, math, and the ability to assist in instruction.

Secure a valid First-aid Certificate issued by the American Red Cross or its equivalent, or completion of the Westminster School District basic first-aid training program, and CPR certification within three (3) months of employment in this classification is desirable.

Certification will be updated and maintained.

Possession and maintenance of a valid California Driver's License is required.

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PREPARED BY:	<u>Classified Personnel Department</u>	DATE:	9/07
APPROVED BY:	<u>Board of Trustees</u>	DATE:	9/13/07
APPROVED BY:	<u>Personnel Commission</u>	DATE:	9/25/07
REVISED BY:	Personnel Commission	DATE:	12/20/2022