September 2016
FLSA: Non-Exempt
Range: 11

PARA-EDUCATOR II

DEFINITION

Under general supervision, provides instruction to individual and small groups of students with mild, moderate, or severe learning, emotional, physical, and mild to moderate behavioral disabilities in various subject-matter areas to assist in implementing student Individualized Education Plans (IEPs); observes, monitors, and records student performance and behavior; performs administrative functions in support of classroom activities; and performs related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from assigned Site Administrator and/or assigned supervisory staff. Receives functional direction from assigned classroom teacher. Exercises no supervision of staff.

CLASS CHARACTERISTICS

This classification is responsible for conducting a variety of instructional activities to students with mild, moderate, or severe learning, communication, emotional, physical, behavioral, and/or cognitive disabilities to ensure student learning. Incumbents learn and perform the full range of duties as assigned, working independently, and exercising judgment and initiative. Incumbents may be assigned to a preschool, elementary or secondary classroom. Work requires knowledge of subject areas applicable to areas of preschool, elementary or secondary assignment and the ability to provide instructional support to students with a wide range of disabilities in an individualized manner consistent with the student's IEP and behavior intervention play when appropriate. This classification encompasses expectations and requirements for all Special Education Para-Educators. Para-Educator II is distinguished from Para-Educator I/III in that Para-Educator II's assigned work primarily includes but is not limited to students in Specialized Classrooms for Intensive Learning (SCIL) and Transitional Academic Program (TAP).

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job upon the agreement with the CSEA.

- Works with individual and small groups of students with disabilities in various subject matter areas to reinforce class lessons, implement student Individualized Education Plan (IEP), improve skill levels, test preparation, and assist students in completing class and homework assignments; works with students in small groups or on an individual basis on academic and functional skills using structured lesson plans, exercises, and other approved strategies; supervises and monitors students during classroom and recreational activities.
- Observes, monitors, and records student performance and behavior; communicates student's learning needs to the case manager or teacher; collaborates on strategies, accommodations, and activities to address student needs; provides summary of behavioral data for input into IEP meetings;
- Assists in administration of student benchmark and strategic and progress monitoring testing, including preparing materials.
- Assists in managing student behaviors in the classroom and other school and community settings; assists in conflict resolution; facilitates and supports social interactions and fosters development of positive relationships between students with disabilities and their non-disabled classmates; learns and implements behavior support plans.

- Supervises students during class activities including lunch breaks, field trips, community activities, and on the playground; accompanies students to restrooms, bus stops, offices, and other school locations as needed.
- With teacher guidance and direction, prepares educational materials and homework packets.
- Assists in maintaining a neat and orderly learning environment to ensure the health and safety of students; assists in straightening the classroom.
- Performs general clerical duties; prepares, organizes, maintains files, etc.
- Assists students by providing a proper role model, emotional support, patience, friendly attitude, and general guidance.
- May provide personal assistance to students with special and daily activities, including toileting, grooming, dressing, food preparation, and eating. Attends to students' physical and emotional needs in the classroom and on school grounds and will need to respond to students behavioral and emotional difficulties
- May move from room to room
- May apply initial first aid in the evert of injury or illness
- Provide line of sight supervision for students on and off campus, including during an elopement
- Performs ongoing physical activities, including transferring and lifting students using proper lifting techniques and/or equipment
- Assist student to-and-from, and on buses; pushing wheelchairs when necessary
- Implement Non-Violent Crisis Intervention, including personal safety techniques and restraint, when properly trained.
- Communicates and interacts with parents, staff, and the public as directed by supervisor.
- Attends a variety of meetings and training sessions as required.
- Performs related duties as assigned.

QUALIFICATIONS

Must meet qualification as established in Ed Code 45330

Knowledge of:

- Methods and practices of child guidance, especially as they relate to implementation of IEPs.
- General subject matter areas, including mathematics, science, social studies, grammar, spelling, language, writing, and reading.
- Methods, practices, and techniques of improving student learning through specialized structured lesson plans, teaching techniques, and instructional materials.
- Physical disabilities, developmental disorders, learning disorders and other special needs
- Safety principles and practices, including basic first aid.
- Modern office practices, methods, and computer equipment and applications related to assigned work.
- Basic principles of record keeping and file maintenance.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Techniques for providing a high level of service by effectively dealing with parents, students, and District staff.

Ability to:

- Support and engage students in positive learning in a classroom or other learning environments.
- Recognize individual student learning needs and adapt materials and homework assignments to facilitate learning.
- Learn, interpret, and apply individual goal oriented student instructional plans.
- Learn, interpret, and apply District rules, regulations, policies, and procedures.
- Learn and understand the organization and operation of the District as necessary to assume assigned responsibilities.

- Supervise and manage student behavior according to approved policies and procedures.
- Perform responsible clerical support work with accuracy, speed, and minimal supervision.
- Organize, maintain, and update student records and files.
- Handle medical emergencies and injuries in a calm and effective manner.
- Maintain assigned work area in a clean, safe, and secure manner.
- Understand and follow oral and written instructions.
- Operate office equipment including computer equipment and software programs and ipads.
- Organize own work and meet critical deadlines.
- Use English effectively to communicate in person, over the telephone, and in writing.
- Use tact, initiative, prudence, and independent judgment within general policy, procedural, and legal guidelines.
- Establish, maintain, and foster positive, respectful, and effective working relationships with those contacted in the course of work.
- Knowledge of appropriate basic subject matter from primary through secondary level
- Ability to acquire new skills quickly

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities will be considered. A typical way to obtain the required qualifications would be:

- Equivalent to graduation from high school supplemented by coursework in child development or a related field. Experience working with children, specifically emotionally, mentally, and/or physically disabled special education children is preferred.

Desired Qualifications:

- Previous experience working as a Para-Educator I (preferred) or related experience
- Experience implementing evidence based strategies

Licenses and Certifications:

- Ability to obtain American Red Cross First Aid Certificate and CPR Certificate within six months of employment. Must maintain and renew certification per the American Red Cross guidelines.

PHYSICAL DEMANDS

Must possess mobility to work in a classroom and/or office setting and use standard classroom and office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Must possess the physical stamina to lift and move tables and chairs, arrange facilities for instructional activities. Physical stamina to transfer and lift students using proper lifting techniques and/or equipment. Ability to push a wheelchair when necessary. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, climb, and walk on uneven surfaces to monitor playground activities; and push and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects weighing up to 25 pounds.

ENVIRONMENTAL ELEMENTS

Employees primarily work in a classroom and/or office environment and are frequently exposed to loud noise levels and controlled temperature conditions. Employees may work outdoors where they are exposed to cold and/or hot temperatures. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.