September 2016
FLSA: Non-Exempt
Range: 12

PARA-EDUCATOR III

DEFINITION

Under general supervision, provides instruction and supervises assigned student(s) with severe learning, emotional, behavioral, and/or physical disabilities to assist classroom teachers 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. Receives supervision and direction from District Nurse and/or Behavior Intervention Specialist. Exercises no supervision of staff.

CLASS CHARACTERISTICS

This classification is responsible for supervising and working with assigned student(s) to monitor and address severe learning, emotional, behavioral and/or physical needs and to ensure student learning. Incumbents learn and perform the full range of duties as assigned, working independently, and exercising judgment and initiative. Employees in this position may be required to travel to temporarily assigned sites for the purpose of consulting and supporting specific students, or other Para-Educators in their efforts to support specific learning or behavior needs, specialized physical health care, mobility assistance as well as feeding and toileting students. Para-Educator III is distinguished from Para-Educator I/II in that Para-Educator III's assigned work primarily includes, but is not limited to, students with severe physical and medical disabilities or itinerant assignments.

EXAMPLES OF ESSENTIAL FUNCTIONS

- Works with student(s) with learning, emotional, and/or behavioral needs to monitor behavior and provide behavior change techniques and supports; assists student(s) to meet Individualized Education Plan (IEP) goals by working on and implementing behavioral and educational plans; assists student(s) to participate in classroom activities as needed by using appropriate prompt levels including visual supports; redirects and modifies problematic and disruptive behavior and cues replacement behavior; learns and implements behavior support plans; uses positive approaches for keeping student(s) on task; teaches, cues, and reinforces pro-social, student-like behaviors, as well as replacement behaviors identified in the behavior support plan.
- Under the training and direction of the District Nurse, provides specialized physical health care services, such as: oral suctioning, catheterization, tube feeding, tracheotomy care, feeding of students, cleaning of equipment, or other services that require medically related training.
- 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.
- Utilizes a variety of positive strategies to assist in managing student behaviors in the classroom and other school and community settings; assists with conflict resolution; facilitates and supports social interactions and fosters development of positive relationships between students with disabilities and their non-disabled classmates; facilitates student independence by systematically fading prompts based on student needs and identifying and referring the student to the normally occurring cues within the classroom to

which the student should respond; may provide specific Applied Behavior Analytical teaching strategies given specific training for doing so; contributes to the identification of student reinforcers.
- Works with and provides instruction to assigned student(s) in various subject matter areas to reinforce class lessons, implement IEP, improve skill levels, test preparation, and in completing class and homework assignments; works with assigned student(s) on academic and/or functional instructional activities using structured lesson plans, exercises, and other approved strategies; supervises and monitors students during classroom and recreational activities.
- 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 cleaning and straightening the classroom.
- Reads and follows health plan and seizure protocols for assigned student(s).
- Maintains confidentiality of student's records and behaviors; communicates with staff when boundaries are being violated.
- Attends a variety of meetings and training sessions as required.
- Provides personal assistance to students with special and daily activities, including toileting, diapering, grooming, dressing, food preparation, and eating.
- Performs basic first aid and Cardiopulmonary Resuscitation (CPR) as required; completes and submits accident report form.
- Performs related duties as assigned.

QUALIFICATIONS

Must meet qualification as spelled out in Ed Code 45330

Knowledge of:

- Methods and practices of child guidance, especially as they relate to severely emotionally, mentally and/or physically disabled special education students.
- Methods and practices of behavior change techniques and supports and the implementation of behavior intervention plans and 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.
- Safety principles and practices, including crisis de-escalation strategies.
- 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 the parents, students, and District staff.

Ability to:

- Use behavior change techniques and supports including modeling and methods to decrease disruptive and problematic behavior while encouraging positive social learning.
- 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 and physically handling students who present an eminent danger to other students, staff, and his/herself.
- Maintain assigned work area in a clean, safe, and secure manner.
- Understand and follow oral and written instructions.
- Operate modern office equipment including computer equipment and software programs.
- Organize own work and meet critical time 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.

Education and Experience:

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

- Equivalent to graduation from high school, and at least one (1) year of experience working with emotionally, mentally, and/or physically disabled special education children.
- Coursework in child development or a related field is preferred.

Licenses and Certifications:

- Possession of Non-violent Crisis Intervention (NCI) certification or equivalent certification approved by the District.
- 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.
- Possession of a valid California Class C driver's license by time of appointment.

PHYSICAL DEMANDS

Must possess: mobility to work in a classroom and outdoors to actively support the needs of the assigned student(s) as well as use standard classroom and office equipment, including a computer; vision to observe student behaviors and read printed materials and a computer screen; and hearing and speech to respond and communicate in person and over the telephone. Finger dexterity is needed to provide personal assistance to student(s) in daily activities, access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification frequently bend, stoop, kneel, reach, run, climb, and walk on uneven surfaces to provide personal assistance to student(s) in daily activities. Employees must possess the physical stamina and ability to regularly lift up to 50 pounds and push and pull objects and wheelchairs up to 65 pounds.

ENVIRONMENTAL ELEMENTS

Employees primarily work in a classroom and outdoors with moderate to loud noise levels and cold and/or hot temperatures. Incumbents may be exposed to blood and body fluids while providing personal assistance to student(s) with daily activities and rendering First Aid and CPR. Employees interact with students, faculty, staff, parents, the public, District management and administrators, and others encountered in the course of work, some of whom may be upset and abusive.