

FALLBROOK UNION HIGH SCHOOL DISTRICT PARAPROFESSIONAL II SPECIAL EDUCATION Position Description

BASIC FUNCTION:

Under the direction of an assigned supervisor, to assist a Teacher, Specialist or Therapist in providing academic, therapeutic, medical and social instruction and assistance to individuals or small groups of students with moderate to severe disabilities in all recognized areas of disability; monitor and report student progress regarding behavior and performance; assist student in developing academic skills as well as various self-help skills, including hygiene, eating, social, community, vocational, and leisure/recreational skills.

ESSENTIAL DUTIES AND REPONSIBILITIES: include the following. Other duties may be assigned.

- Provide academic, therapeutic, medical and social instructional assistance to individuals or small groups.
- Assist students during classroom activities, lunch, physical education periods, and various other activities as directed; model and assist in tutoring students in appropriate social and academic behavior; assist in integrating special education students into the regular education population.
- Assist students in developing food purchasing and preparation skills; prepare lunch to meet student's individual eating needs as needed; feed students unable to self-feed; wash and clean eating areas; plates and utensils.
- Assist student in developing independent travel skills such as walking safely to destination, using public transportation and complying with traffic signals; assist in the development of proper money handling and coin recognition.
- Assist students with personal hygiene and in developing self-help grooming skills as appropriate such as dressing and undressing, eating, washing, oral care and toileting; assist in changing diapers as needed; assist students with medication according to established guidelines and procedures.
- Assist instructor in assessing student ability and progress; provide input into the development of individual lesson plans and goals; provide information and discuss student daily activities, progress, academic needs and needed course of instruction; discuss student needs with group and foster care homes.
- Place students in standers, on wedges and in wheelchairs; position students in splints, body jackets, braces, sideliners and adaptive physical education equipment as appropriate; assist in student positioning as necessary. May perform suctioning and may assist with feeding.
- Lift, move and adjust students, especially non-ambulatory students; load students onto tables or adapted toilets; assist in loading/unloading of students from buses.
- Observe and control group activities and behavior of students according to established procedures; report progress regarding student performance/behavior; implement behavior support plans or Behavior Intervention Plans in the manner directed by the teacher; escort students to various locations on school campus; provide patient and sensitive care/assistance to emotionally/physically fragile sensitive students.
- Provide support to a teacher, specialist or therapist by setting up work areas/displays, assisting in administering tests, preparing instructional, motivational/decorative materials; operate audiovisual equipment/personal computer as assigned; participate in special programs/activities as required.

- Assist in maintaining health and safety of severely and physically handicapped students, including the emotionally and physically fragile, by being aware of environment and the potential hazards of student actions.
- Assist students by providing proper examples, emotional support, a patient and friendly attitude and general guidance.
- Provide instructions, information and assistance to substitute teachers; participate in meetings and in-service training programs as assigned; provide input for IEP development and preparation.

QUALIFICATIONS:

Knowledge of: Child guidance principals and practices highly desirable, especially as they relate to school-age children with multiple and severe emotional, physical and special learning challenges; competence in basic subjects taught in District schools, including math, and language arts; basic child development processes and stages; basic principles and techniques of discipline and behavior modification; district regulations, policies, and objectives applicable to assigned programs; proper use and positioning of specialized equipment and apparatus used for mentally, physically, emotionally and multi-handicapped students; diseases and disabilities commonly afflicting assigned special education population; safe practices in classroom and campus and community activities; health/safety regulations; interpersonal skills using tact, patience and courtesy; record-keeping techniques.

Ability To: Learn and provide for the special needs, problems and requirements of mentally, physically, and multiple-disabled students; assist certificated staff/specialists with instruction and related activities of the assigned learning environment; assist students in developing independence and self-help skills, including hygiene, eating, social, community, vocational and leisure/recreational skills; learn and apply principles and techniques to prevent and respond to behavior that may become verbally and/or physically assaultive; provide patient, sensitive, gentle and tactful assistance to students and parents; maintain confidentiality of pupil and school information; learn the procedures, functions, and limitations of assigned duties; communicate appropriately with students, faculty, specialists, parents, and other adults when directed to do so by the student's case manager; read, apply, follow, and explain rules, regulations, policies and procedures; establish and maintain cooperative and effective working relationships with others; lift objects weighing up to 25 pounds; place students in standers and apply splints, body jackets and braces as appropriate; lift, restrain, and discipline students according to approved policies and procedures; operate instructional and office equipment; operate a district or personal vehicle observing legal and defensive driving practices; administer first aid and CPR if necessary.

Experience and Education Required: Any combination of education equivalent to graduation from high school and two years experience in working with school-age children in an organized setting, including experience working with special education children suffering from mental, physical and multiple disabilities.

Physical Requirements: Vision abilities include close vision in the assistance of students with their learning tasks, following directions and computer work; hearing and speaking to exchange information in person and on the telephone; ability to communicate so others will be able to clearly understand a normal conversation in person or by telephone; ability to hear and understand speech at normal levels in person or by telephone; dexterity of hands and fingers to operate a computer keyboard; ability to lift objects up to 40 pounds; Ability to safely lift students with assistance from other trained personnel; ability to push and pull a wheel chair for extended distances; ability to stand, sit, reach, and bend.

LICENSES, WORKING CONDITIONS AND OTHER REQUIREMENTS:

Valid First Aid and CPR Certificate issued by an authorized agency. Valid California driver's license is desirable. Classroom and field environment; subject to lifting and restraining students and anti-social and assaultive behavior.

SUPERVISOR: Special Education Director/Site Administrator

WORK YEAR: 9.5 or 10 Months

SALARY: RANGE 14

OVERTIME STATUS: NON-EXEMPT

ADOPTED 6/24/02

REVISED & BOARD APPROVED: 3-26-2012