

**FALLBROOK UNION HIGH SCHOOL DISTRICT
PARAPROFESSIONAL IV-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 severely disabled students, including autistic, multi-handicapped, blind, deaf, and orthopedically impaired, and other health impaired students; monitor and report student progress regarding behavior and performance; implement highly structured Behavior Intervention Plans; provide for or assist students in developing various self-help skills, including hygiene, eating, social, community, vocational, and leisure/recreational skills, and the use of school transportation or public transportation.

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

- Provide academic, therapeutic, medical and social instructional assistance to individuals or small groups of students whose needs are severe enough to warrant placement in a nonpublic school or nonpublic alternative classroom. 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, or into the community.
- 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; assist with administration of medication according to established guidelines and procedures; wash and clean eating areas, plates and utensils. Provide sustenance through the use of a gastric feeding tube when given necessary training.
- Assist student in developing independent travel skills without direct physical supervision of certificated personnel, such as walking safely to destination on or off campus and complying with traffic signals; getting off or on a bus or in and out of a car safely; tolerating and using safety equipment such as a seat belt; riding on a school bus or school van or public transportation.
- 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 or menstrual products, or use of urinal as needed; assist students with medication according to established guidelines and procedures. Provide catheterization as needed after receiving proper training. Must be prepared to use protective equipment and risk exposure to bodily fluids.
- 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 supervising teacher or administrators.
- 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.
- Lift, move and adjust students, especially non-ambulatory students; load students onto tables or adapted toilets; assist in loading/unloading of students from buses. Provide physical restraint of agitated, angry, frustrated or frightened students in all settings using approved methods and procedures when necessary.

- Observe and control group activities and behavior of students according to established procedures; report progress regarding student performance/behavior; escort students to various locations on school campus; provide patient and sensitive care/assistance to emotionally/physically fragile students. Use approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including spitting, pinching, biting, hair-pulling, kicking and hitting.
- Provide support to a teacher, specialist or therapist by setting up work areas/displays, preparing instructional, motivational/decorative materials; operate audiovisual equipment/personal computer as assigned; participate in special programs/activities as required. Must be prepared to change routine or perform tasks normally done by another member of the classroom team upon request of the teacher and upon receipt of specialized training if needed.
- Assist in maintaining health and safety of severely and physically handicapped students, including the emotionally and physically fragile, by being constantly vigilant 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. Must observe confidentiality. Must be discreet in responding to student behaviors whenever possible.
- Provide instructions, information and assistance to substitute teachers; participate in meetings and in-service training programs as assigned; participate as a member of an instruction team; provide input to IEP meetings.

QUALIFICATIONS:

Knowledge of: Basic academic skills that meet the NCLB requirements; child guidance principals and practices highly desirable, especially as they relate to school-age children with multiple and severe mental, emotional, physical disabilities, health impairment and autism; competence in basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading; 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 severely, physically, emotionally and multi-handicapped students; diseases and disabilities commonly afflicting assigned special education population; safe practices in school and community activities; health/safety regulations; interpersonal skills using tact, patience and courtesy; record-keeping techniques; assertive and assaultive behavior protection and basic self-defense methods; first aid and CPR. Ability to work in an interdependent team and make independent decisions in a crisis.

Ability To: Learn and provide for the special needs, problems and requirements of students whose needs are so extreme that placement in a nonpublic or nonpublic school alternative program is required.; 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; provide patient, sensitive, gentle and tactful and consistent assistance to students and parents; tolerate repetition; maintain confidentiality of pupil and school information; learn the procedures, functions, and limitations of assigned duties; communicate effectively with students, faculty, specialists, parents, and other adults; 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; walk a minimum of three miles without extreme fatigue or physical distress; perform multiple tasks simultaneously while staying vigilant to changes in the environment, 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.

Education and Experience Required: Completed two years of study at an institution of higher education; or holds an associates (or higher) degree; or met a rigorous standard of quality and be able to demonstrate through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). Two years experience in working with disabled persons in an organized setting, or comparable experience as deemed appropriate for this position.

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 or perform other tasks which require fine-motor dexterity; ability to lift and carry objects up to 25 pounds; Ability to safely lift students with assistance from other trained personnel; ability to push and pull a wheel chair with an adult sized student in it for extended distances using wheelchair ramps when necessary; ability to stand, sit, reach, and bend quickly without hesitation; walk a minimum of three miles without extreme fatigue or physical distress; tolerate normal outdoor temperatures when accompanying students in outdoor activities; perform multiple tasks simultaneously while staying vigilant to changes in the environment. Must be willing to wear sturdy, casual clothing that is appropriate for school personnel but which may be damaged in the course of a normal day. Must wear comfortable closed toed shoes or boots. Long fingernails and jewelry are discouraged. Hair must be worn in a style that minimizes risk of injury to self. A vaccination for Hepatitis B at district expense is recommended if not already vaccinated.

Licenses, Working Conditions and Other Requirements: Valid California driver's license; valid First Aid and CPR Certificate issued by an authorized agency. Classroom and field environment; subject to lifting and restraining students and anti-social and assaultive behavior.

SUPERVISOR: Director of Special Education/Designee/Site Administrator

SALARY: RANGE 18

OVERTIME STATUS: NON-EXEMPT

ADOPTED 12-2-2007

REVISED & BOARD APPROVED: 3-26-2012