

**FALLBROOK UNION HIGH SCHOOL DISTRICT
PARAPROFESSIONAL III 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 who have been placed in the district's SEAS program (Social Emotional Academic Support). Monitor and report student progress regarding behavior and performance; assist student in developing academic skills as well as various self-help skills, including emotional self-regulation and behavior compliance, hygiene, social, community, vocational, and leisure/recreational skills.

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 who are served within the district's SEAS program.
- Assist students during classroom activities in general education and special education classrooms, 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 student in developing independent behavior skills such as walking safely to a destination without engaging in provoking interactions with other students or adults, using public transportation or traveling on a district school bus or in a school van while observing all school rules and behavior expectations.
- Assist students with decision-making regarding personal hygiene and self-help grooming skills as appropriate such as dressing, washing, oral care and toileting; assist students with compliance about taking 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.
- Observe and control group activities and behavior of students according to established procedures; record data about student behavior and academic success; 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/socially 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 students, including the emotionally fragile and those who may be physically or verbally abusive to students and staff, by being aware of environment and the potential hazards of student actions and recognizing "triggers" that may prompt inappropriate student behavior.
- Assist students by providing proper examples, emotional support, a patient and friendly attitude and general guidance in a non judgmental, nonreactive manner even when students are insulting or provoking. Respond to dangerous student behavior with the appropriate level of intervention and with the support of other members of the program team.
- 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 and for the monitoring and implementation of Behavior Support Plans and Behavior Intervention Plans.

QUALIFICATIONS:

Knowledge of: Child guidance principals and practices highly desirable, especially as they relate to school-age children with multiple and severe emotional, and special learning challenges; competence in basic subjects taught in District schools, including algebra and geometry, and reading of high school level textbooks and basic essay writing; 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. Training in the use of approved assertive and assaultive behavior intervention techniques is desirable.

Ability To: Learn and provide for the special needs, problems and requirements of mentally, physically, emotionally 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, emotional and social self-regulation, personal skills relating to socially acceptable hygiene, community, vocational and leisure/recreational skills; learn and apply principles and techniques to prevent and respond to behavior that may become or is 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; 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, emotional 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 and carry objects up to 25 pounds; Ability to safely restrain students with assistance from other trained personnel; ability to walk briskly for up to two blocks without physical stress; 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 intervening and restraining students and anti-social and assaultive behavior.

SUPERVISOR: Special Education Director/Site Administrator
WORK YEAR: 9.5 or 10 Months
SALARY: RANGE 16
OVERTIME STATUS: NON-EXEMPT

REVISED & BOARD APPROVED: 3-26-2012