

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	IEP Designated Instructional Paraprofessional-Special Education	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	1589 0973 Teacher Candidate Only	WORK YEAR:	10 Months
DEPARTMENT:	School Site/Special Education	SALARY:	Range 29 IEP Des Para I Range 33 IEP Des Para II Range 37 IEP Des Para III Range 41 IEP Des Tch Assoc Range 44 Teacher Candidate Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	08-22-83 06-30-10
		BOARD REVISION:	<u>08-13-84</u>
		HR REVISION:	06-01-12

BASIC FUNCTION:

Assist the classroom teacher in providing or reinforcing instruction in an assigned special education program, such as Autistic (AUT), Communicatively Disabled (CD), Developmentally Disabled (DD), Designated Instruction Services (DIS), Emotionally Disturbed (ED), Learning Disabled (LD), Orthopedically Impaired (OI), Resource Specialist Program (RSP), Severely Disabled (SD), and Visually Impaired (VI). Assist with the preparation and adaptation of instructional materials to enhance student performance; monitor and report student progress regarding behavior and performance; perform a variety of clerical duties as assigned.

DISTINGUISHING CHARACTERISTICS:

IEP Designated Instructional Paraprofessional I-Special Education is an entry-level career lattice position.

IEP Designated Instructional Paraprofessional II-Special Education positions are filled by advancement from IEP Designated Instructional Paraprofessional I-Special Education, and assists in the preparation, organization, and implementation of short-term classroom projects identified by the instructor in charge. As proficiency develops, the IEP Designated Instructional Paraprofessional II-Special Education functions with a greater degree of independence.

IEP Designated Instructional Paraprofessional III-Special Education positions are filled by advancement from IEP Designated Instructional Paraprofessional II-Special Education, and assumes additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge. As proficiency develops, the IEP Designated Instructional Paraprofessional III-Special Education functions with a greater degree of independence.

IEP Designated Instructional Teacher Associate-Special Education positions are filled by advancement from IEP Designated Instructional Paraprofessional III-Special Education, and assumes responsibility for identifying areas of learning needs related to program objectives and develops plans to implement the program. The instructor in charge prior to initiation will review the plans. An IEP Designated Instructional Teacher Associate-Special Education may reasonably expect to advance to a Teacher Candidate position upon satisfactory completion of the requirements.

Teacher Candidate positions in this class are filled by advancement from IEP Designated Instructional Teacher Associate-Special Education.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

IEP Designated Instructional Paraprofessional I and IEP Designated Instructional Paraprofessional II.

Tutor, reinforce, and/or provide instruction and support to individual or small groups of students with special needs in a general education class, special day class, when mainstreamed into a regular classroom, and/or in the community according to established Individual Education Plans (IEP's); monitor student drills, practices, and related activities. **E**

Provide support and instructional assistance to students in English Language Arts, Mathematics, Science, Social Studies, and other instructional areas as necessary. **E**

Assist with lifting students in and out of wheelchairs, braces, and other orthopedic equipment; assist staff members in positioning students and in rendering various forms of personal care, such as toileting and diapering, dressing, undressing, grooming, and feeding; assure the safe use and operation of wheelchairs, prosthetic devices, and other equipment. **E**

Assist in the preparation and adaptation of a variety of instructional materials, lessons, and learning aids to enhance student performance; rephrase or enlarge materials, and explain instructions and words; review assignments to evaluate student comprehension of concepts presented; maintain records of achievement. **E**

Monitor and assist students with special learning needs in drill, practice, and study activities; direct students into safe learning activities and functions; assure the health and safety of students by following health and safety practices and procedures; maintain an orderly, attractive, and positive learning environment. **E**

Provide assistance to students in various areas including cognitive, gross, and fine motor skills, critical life skills, academic learning, social and leisure skills, physical development, behavior and control, and personal hygiene; assist students in developing effective basic life skills they need to live independently. **E**

Assist teacher in maintaining health and safety of students with physical disabilities by being aware of the environment and the potential hazards of each child's actions; assist students with their physical education program, such as swimming. **E**

Administer, proctor, and score tests; chart student progress and record grades as directed. **E**

Supervise students in moving to restrooms and other areas on campus; lead and oversee games and movement education as assigned. **E**

Supervise students during other school-related activities as needed including assemblies, field trips, and co-curricular activities; may accompany and provide instruction to students on buses while en-route to and from school and during field trips; assist students load and unload buses. **E**

Assist students with severe eating problems and monitor self-feeding students; take appropriate action when students have difficulty while eating. **E**

Participate in staff meetings, in-service training programs, home visits, and parent conferences as assigned; perform moderate to heavy lifting of students. **E**

Operate and assist in the operation of audiovisual, educational training, and specialized equipment; provide support by setting up work areas, displays, and exhibits; operate office equipment including a copier and computer; distribute and collect paper and supplies. **E**

May supervise students in the absence of the classroom teacher; the teacher shall retain responsibility for instruction and supervision of students in his/her charge (Education Code Section 45344). **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform related duties as assigned.

IEP Designated Instructional Paraprofessional III, IEP Designated Instructional Teacher Associate, and Teacher Candidate. Perform all the duties above in addition to the following:

Assist in the development of communication skills with students who experience language disorders; implement and model alternative communication intervention strategies. **E**

Support implementation of IEPs; assist the teacher with implementation of IEP's through instruction in a variety of activities; confer with teachers concerning programs and materials to meet individual student needs; utilize appropriate methods of instruction to achieve goals and objectives set forth in the IEP; serve as a connection for all services for students. **E**

Implement and model social skill development techniques, including social stories, peer facilitation, and peer training. **E**

Assist in the development and implementation of the behavior support and intervention plan; model specialized strategies and techniques; observe and control behavior of students according to approved procedures; assist in the shaping of social behavior. **E**

Assist in the implementation of de-escalation strategies, which may include physical restraint in accordance with district procedure. **E**

Prepare students for mainstreamed classes according to established procedures; accompany students to classes; assist and train students at job sites and in the community. **E**

Discuss observations and progress of students with instructional staff; maintain student records and files including confidential student records information. **E**

Gather, compile, and prepare data for statistical and operational reports. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, one year of experience working with individuals or students in an organized setting, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant. Prefer experience with special needs students. Computer experience is preferred.

IEP Designated Instructional Paraprofessional II-Special Education requires one year of college-level work (30 accredited units). IEP Designated Instructional Paraprofessional III-Special Education requires two years of college-level work (60 accredited units), and must have served 75% of the school year as an IEP Designated Instructional Paraprofessional II-Special Education. IEP Designated Instructional Teacher Associate-Special Education requires three years of college-level work (90 accredited units), and must have served 75% of the school year as an IEP Designated Instructional Paraprofessional III-Special Education. Teacher Candidate requires a minimum of 120 college units, served as an IEP Designated Instructional Teacher Associate-Special Education for the preceding two years at least 75% of the school year, and must show proof of current enrollment in subjects leading to a bachelor's degree and/or teaching credential.

LICENSES AND OTHER REQUIREMENTS:

Pass the employee entrance evaluation (lifting test). Must be willing to work at a variety of sites and attend training provided by the school district.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Special needs, issues, and requirements of special education students.

Basic child development and child guidance.

Learn proper techniques for restraining students.

Awareness of/or background in autism.

Basic subjects taught in district schools.

Community-based instruction practices.
 Safe practices in classroom and playground activities.
 Correct English usage, grammar, spelling, punctuation, and vocabulary.
 Reading and writing communication skills.
 Interpersonal relations skills using tact, patience, and courtesy.
 Data collection strategies and record-keeping techniques.
 Operation of a standard office and classroom equipment.
 Classroom procedures and appropriate student conduct.

ABILITY TO:

Assist with instruction and related activities in a classroom or assigned learning environment without enabling.
 Reinforce instruction to students with disabilities, communication, and behavioral problems.
 Demonstrate an understanding, patient, and receptive attitude towards children with special needs.
 Restrain students according to approved policies and procedures; report problems to teacher.
 Assist students in developing self-help and social skills.
 Collect and maintain data.
 Model specialized strategies and techniques.
 Perform clerical duties such as filing, duplicating, and maintaining routine records.
 Understand and follow oral and written directions; print and write legibly.
 Learn the procedures, functions, and limitations of assigned duties.
 Establish and maintain effective working relationships with others.
 Communicate effectively, both orally and in writing, with children and adults.
 Work independently, be flexible (work hours, attitude, willingness), and work effectively with constant interruptions.
 Perform moderate to heavy lifting of students.
 Operate instructional and office equipment.
 Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
 Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Diversified special education classroom, other learning environments, and/or in the community; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Walk, stand, or sit for extended periods of time; bend at the waist or crouch to assist students; reach overhead, above the shoulders, and horizontally; hear and speak to exchange information; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials, operate specialized equipment or office equipment; stand and restrain students who become physically aggressive; push wheelchairs; moderate to heavy lifting of students.

SAMPLE HAZARDS:

Occasional contact with dissatisfied individuals; may experience exposure to anti-social behavior and verbally and physically abusive students; exposure to lice, bodily fluids, and communicable diseases.

(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)

(Former Classification: Instructional Aide-Special Education)

APPROVALS:

 Jess Serna, Chief Human Resources Officer

 Date

 Jonathan P. Raymond, Superintendent

 Date