



**MILLBRAE SCHOOL DISTRICT  
PARAEDUCATOR II – SPECIAL EDUCATION (MODERATE/SEVERE)  
CSEA SALARY RANGE 14  
182 DAYS**

**REQUIREMENTS**

- A. Education Every Student Succeeds Act (ESSA) compliance requires:  
Required: High school diploma or the equivalent and
1. Two years of college course work (48 units)
  - Or
  2. An Associate of Arts (A.A.) degree (or higher)
  - Or
  3. Pass a local assessment of knowledge or skills that demonstrates the equivalent of high school education
- B. Experience Required: One or more years of experience working with children in an organized setting.  
Preferred: Work, training or college coursework in child growth and development, special education, behavior development, speech communication, nursing, or a closely related field.
- C. License or Certifications Required: First Aid/CPR Certification or ability to obtain (Must be obtained within first 6 months of employment and renewed accordingly thereafter)  
Desired: Certification in Crisis Intervention procedures (district may provide training if necessary)

**POSITION DESCRIPTION**

Under the direction of an assigned supervisor, assists a certificated teacher in caring for and reinforcing instruction to individual or small groups of special education students who are primarily educated within a moderate – severe Specialized Academic Instruction classroom. Assist students with performing academic tasks, daily living/life skills, behavior management, personal hygiene, and special health care activities as assigned by classroom teachers or administrators.

**DUTIES AND RESPONSIBILITIES**

- A. As directed by teacher, distribute and assist students with specialized feedings including tube feedings, seizures and other medical issues as assigned; safely lift and carry students as necessary; push students in wheelchair.



- B. Assist students with performing and developing independent living and self-help skills as assigned; assist students with personal hygiene including dressing, washing and grooming; assist students with eating and activities; toilet students and change diapers and soiled clothing.
- C. Assist students with positioning, practice motor and speech skills as taught by specialists, when directed, to assist with generalization of skills; utilize adaptive equipment; assist students with communication devices; interact with and assist in facilitating appropriate social interactions with students during recess, lunch, and throughout the day.
- D. Attend team and department meetings and in-service presentations/trainings for the purpose of acquiring and/or conveying information relative to job functions.
- E. As directed by teacher, provide instructional support and assistance to students receiving special education supports or in a general education classroom; perform a variety of support activities related to behavior management and classroom instruction of special education students; collect data as directed.
- F. Assist students in a positive and supportive manner; follow behaviors principles at all times.
- G. Provide classroom support to the teacher by setting up work areas, distributing and collecting assignments, supplies and materials; assist with the implementation of behavior intervention strategies as directed.
- H. Accompany students to and from buses (assist with on/off boarding), classes and other locations as assigned; push student wheelchairs; safely lift students in and out of wheelchairs and other equipment; accompany and assist students in mainstreamed classes and take notes or data as required.
- I. Operate a variety of office and classroom equipment including a copier, laminator, typewriter, computer and assigned software; assist students with therapies, positioning, developing motor skills and related exercises as required utilize medical instruments and equipment as required; assist students with using adaptive equipment.
- J. Assist students with enhancing reading skills and small group instruction as assigned.
- K. Communicate with District personnel to exchange information and resolve issues or concerns.
- L. May be required to travel between work sites.
- M. Perform other related duties as assigned.

### KNOWLEDGE & ABILITIES

#### KNOWLEDGE OF:

- A. Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning, physical and/or emotional needs.
- B. Behavior management strategies and techniques relating to pupils experiencing atypical control problems



- C. Demonstrate understanding, patience and a receptive attitude towards students of varied age groups, particularly those exhibiting needs of a specialized nature.
- D. Follow team developed student behavior plans and guide students toward more acceptable social behaviors and independent work skills.
- E. Child guidance principles and practices related to children with special education needs.
- F. Safe practices and social skills facilitation in classroom and unstructured (recess/lunch) activities.
- G. Basic core subject knowledge including math, grammar, spelling, language and reading.
- H. Basic instructional methods and techniques.
- I. Correct English usage, grammar, spelling, punctuation and vocabulary.
- J. Classroom procedures and appropriate student conduct.
- K. Operation of standard office and classroom equipment including a computer and assigned software.
- L. Operation of adaptive medical and physical support instruments
- M. Appropriate oral and written communication skills.
- N. Interpersonal skills using tact, patience and courtesy.
- O. Basic record-keeping techniques.
- P. Confidentiality requirements.

ABILITY TO:

- A. Provide instructional support and assistance to certificated teachers and students assigned to a designated special education instructional program or other learning environment.
- B. Assist in the preparation of instructional materials.
- C. Understand and relate to children with special education needs.
- D. Understand and follow oral and written directions.
- E. Establish and maintain cooperative, respectful, and effective working relationships with others using tact, patience, and courtesy.
- F. Communicate effectively both orally and in writing.
- G. Monitor, observe and report student behavior and progress according to approved policies and procedures.
- H. Perform a variety of support activities related to behavior management and classroom instruction of special education students and the implementation of IEP's.
- I. Operate standard office and classroom equipment including a computer and assigned software.
- J. Perform clerical duties related to classroom activities.
- K. Maintain routine records as requested.
- L. Learn and operate standard medical and physical support equipment.
- M. Observe health and safety regulations.
- N. Maintain confidentiality.



### PHYSICAL DEMANDS:

- A. Manual dexterity sufficient to write legibly and operate standard office and classroom equipment.
- B. Vision range near and far sufficient to read printed materials and information displayed on computer monitors.
- C. Auditory range sufficient to hear verbal communications, both near and far is essential.
- D. Speech sufficient to transmit verbal information.
- E. Upper and lower body strength sufficient to lift and transfer students. Weighing up to 50 lbs. without assistance and students weighing 50+ lbs. with assistance. (Non-compliant students regardless of weight should be lifted and transported with assistance when practicable.)
- F. Upper body and arm strength sufficient to push students in wheelchairs around campus and in the community, and push/pull bicycles, wagons, chairs and tables weighing up to 50 lbs.
- G. Ambulatory ability sufficient to walk with students on campus and in the community for up to 60 continuous minutes, and ascend stairs, wheelchair ramps, and inclines around campus. Some positions require chasing and restraining students who run (elope) from classrooms.
- H. Stamina sufficient to sit or stand for extended periods of time.
- I. Flexibility sufficient to bend at the waist, kneel and crouch, for extended periods of time, to assist students working at low desks or on the floor, and to reach or stretch to retrieve items from shelves when assisting students with gross motor skill development.

### ENVIRONMENTAL CONDITIONS

Classroom and outdoor work environment. There are no extreme climatic conditions involved and the noise level is moderate. There are no known vibrations, hazards, or atmospheric pollutants present. Potential for contact with blood borne pathogens, bodily fluids, and communicable diseases. Potential for contact with dissatisfied or abusive individuals.