

PLUMAS LAKE ELEMENTARY SCHOOL DISTRICT

POSITION DESCRIPTION

TITLE: SPED Paraprofessional- Moderate to Severe
DEPARTMENT: Student Services
FLSA: Non-Exempt
REVISED:

REPORTS TO: Director of C/I and SPED, Principal
CLASSIFICATION: Classified
SALARY GRADE: 13
BOARD APPROVED:

Position Summary

The primary role of the Special Education Paraprofessional - Moderate to Severe is to assist the teacher in providing individualized academic, life skills, and behavioral support in a specialized classroom for students with moderate to severe disabilities. This position requires direct, hands-on assistance to help students develop personal hygiene skills, emotional regulation, and essential life skills, including toileting and communication, while providing a safe and supportive environment for growth.

Essential Duties

Instructional Support

- Assist the special education teacher in implementing IEPs and classroom activities designed for students with moderate to severe disabilities, emphasizing life skills, communication, and behavior management.
- Provide one-on-one or small group support to reinforce learning and developmental goals, ensuring students remain engaged and on task.
- Modify and adapt instructional materials under the teacher's guidance to meet individual student needs.
- Support the use of assistive technology, augmentative communication devices, or other tools that enhance students' ability to participate in activities and communicate effectively.
- Assist in managing classroom routines, transitions, and maintaining structure for students with more significant needs.

Life Skills Assistance

- Support students in developing critical life skills, including diapering, toileting, handwashing, dressing assistance, and personal hygiene tasks while ensuring the child's dignity and comfort at all times.
- Provide support with feeding or other physical assistance based on individual student needs.
- Monitor and maintain hygiene standards, such as cleaning and disinfecting learning spaces, materials, and equipment used by the children.
- Help students with social interactions, modeling appropriate behavior and communication, and encouraging independence in daily routines.

Behavioral and Emotional Support

- Assist in creating a calm and structured environment to help students feel safe and supported.
- Document and report behavioral observations and interventions to the teacher or other relevant team members.
- Assist in implementing behavior management strategies, including behavior intervention plans (BIPs) developed by the teacher to help students regulate emotions and engage in positive behaviors.
- Provide emotional support to students, helping them manage frustrations, anxiety, and other emotional challenges in a calm and supportive manner.

- Use positive reinforcement techniques to help students develop social skills, self-regulation, and appropriate behavior in the classroom.

Collaboration and Communication

- Follow each student's IEP to provide the necessary accommodation and modifications that align with their specific needs.
- Actively participate in team meetings and training to discuss student progress, concerns, and strategies for support.
- Provide open communication with families, sharing relevant updates as appropriate and under the direction of the teacher.
- Work with the teacher to implement personalized learning strategies, including communication supports, sensory strategies, and other interventions as outlined in the IEP.

Physical and Sensory Support

- Support sensory integration needs by implementing sensory breaks, activities, or calming strategies as directed by specialists.
- Ability to assist students with mobility, positioning, and personal care tasks as needed.
- Ability to lift or carry children and classroom materials.
- Ability to bend, kneel, and sit on the floor for extended periods when working with students.
- Ability to supervise students during outdoor activities, field trips, or in crisis situations, ensuring their safety at all times.

General Classroom Management

- Help prepare classroom materials, set up learning activities, and support the organization of the classroom to create a structured, safe environment.
- Assist with classroom duties such as snack time, clean-up, and organizing learning centers.
- Supervise students during outdoor play, transition times, and field trips to ensure safety and active participation.

Specialized Skills and Training

Paraprofessionals in special education must be adept at:

- Implementing Individualized Education Programs (IEPs) tailored to young learners with moderate to severe disabilities, focusing on life skills, communication, sensory integration, and behavior management.
- Providing one-on-one or small group support to address developmental delays and severe disabilities.
- Employing positive behavior strategies and de-escalation techniques tailored to nonverbal or minimally verbal children.
- Supporting the use of assistive technologies and augmentative communication devices to facilitate student engagement and learning.
- Using patience, empathy, and a genuine desire to support children with significant disabilities.
- Maintaining a calm, focused demeanor when supporting students in emotionally or behaviorally challenging situations.
- Having Strong organizational and time-management skills.
- Having the Ability to follow directions and work collaboratively as part of a multidisciplinary team.
- Effective communication skills, both verbal and written.
- Flexibility to adapt to changing needs and responsibilities in a dynamic preschool environment.

Minimum Qualifications

Required:

High School diploma or equivalent

Must Possess or have the ability to possess a valid CPR and Standard First Aid certificate.

and

Must possess: 1) 48 units from an accredited college or university; or 2) Possess Associate's degree or higher; or 3) Passage of a Yuba County Office of Education approved comprehensive Local Assessment Test; or 4) Passage of another school district approved NCLB Local Assessment Test.

Preferred:

- Associate's degree or higher in early childhood education, special education, or a related field.
- Prior experience working with children with moderate to severe disabilities.
- Knowledge of positive behavior interventions and supports (PBIS) or similar behavioral frameworks.

Working Conditions:

Environment:

School Setting

Physical Requirements:

- Physical ability to lift and assist children weighing up to 50 pounds, bend, kneel, sit on the floor for extended periods, and engage in physical activities required in a preschool setting.
- Ability to assist with toileting, diaper changing, feeding, and personal care tasks in a professional, respectful manner.