



CLASSIFIED
Job Classification Description
 Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
 PERSONNEL COMMISSION
 APPROVED MOTION NO. 45-2022/23
 DOCUMENT NO. 28-2022/23
 DATED 01/19/2023

<u>PARAPROFESSIONAL - SPECIAL NEEDS PRESCHOOL</u>	
DEPARTMENT/SITE: District Preschool Site REPORTS TO: Site Principal or Designee	SALARY SCHEDULE: Classified Bargaining Unit SALARY RANGE: 28 WORK CALENDAR: 204 Days FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the site Principal or Designee, the Paraprofessional-Special Needs Preschool provides support to the instructional program within assigned Preschool classroom setting, with specific responsibility for assisting in the supervision, care and instruction of special needs Preschool students with disabilities (as defined in the Individuals with Disabilities Education Act [IDEA]) in the regular classroom or in a self-contained classroom; assists in implementing plans for instruction; monitors student behavior during non-classroom time; provides information to appropriate school personnel. The incumbents in this classification provide the school community with specialized instructional support for Preschool students with disabilities, which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class provide supervision, care, and instruction to individuals or small groups of students with disabilities in an assigned Preschool classroom.

This class differs from other classes of Paraprofessionals in that other classes provide support to the general instructional program within an assigned classroom, provide assistance to teachers in specialized areas of instruction, and instruction/support for students with disabilities of physical impairment.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher to support and reinforce classroom objectives.
- Assists students with clothing, possessions, and personal care to facilitate students' adaptation to the school environment.
- Assists students with mobility needs; may accompany student(s) on school bus.
- Assists students with personal hygiene, including washing hands and faces; toilets students, assists with potty training, and changes diapers and clothing as needed; provides lifting assistance as needed.
- Assists teacher with students who have qualifying disabilities under the Individuals with Disabilities Act (IDEA) (e.g., behavioral, physical, language, social/emotional, and learning

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disabilities) to ensure equality of opportunity, full participation, and independent living in the education of students with disabilities.

- Attends meetings and in-service presentations (e.g., first aid, CPR, approved behavioral training, emergency/lockdown procedures) to acquire and/or convey information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel to assist in evaluating progress and/or implementing IEP objectives.
- Implements, under the supervision of assigned teacher, behavioral plans designed by an IEP team to present and/or reinforce learning concepts.
- Maintains instructional materials and manual/electronic files/records (e.g., daily Student Service Log) to ensure availability of items, provides written reference, and/or meets mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g., rest rooms, playgrounds, hallways, bus loading zones, cafeterias, parking lots) to maintain a safe and positive learning environment.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g., academic subjects, social skills, daily living skills) to reinforce instructional objectives, implements IEP plans, and ensures students with disabilities succeed in school activities.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Specific needs, requirements and issues of Preschool students with disabilities
- Principles of child development, instructional processes
- General purposes and goals of public education
- Techniques used in directing, disciplining and motivating students
- Basic recordkeeping techniques
- Classroom management techniques and playground rules
- Safety practices and procedures
- Conflict resolution procedures and de-escalation techniques

Skills and Abilities to:

- Assist a diverse range of students in developing self-help and social skills
- Assist in planning and prioritizing learning activities to support Preschool students with special needs
- Perform basic clerical functions
- Perform basic arithmetic calculations
- Operate standard office equipment and software applications
- Use English in both written and verbal form, use correct grammar, punctuation and spelling
- Interpersonal skills using tact, patience and courtesy with students, administration, and staff
- Actively move around play field, playground or campus for extended periods
- Understand and carry out oral and written instructions
- Maintain the confidentiality of student records
- Assume responsibilities involved in supervising and working independently with students

- Develop and maintain collegial relationships with staff
- Meet schedules and deadlines
- Read/interpret/apply rules, regulations, policies
- Rapidly learn methods and materials used in a variety of instructional situations
- Maintain safe environment for students
- Establish and maintain effective working relationships with staff, students and the public

RESPONSIBILITY:

Responsibilities include working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)

EDUCATION REQUIRED:

High School diploma or equivalent. Completion of 48 units from a nationally accredited college or university; or A.A. degree or higher, or the passage of a local assessment test.

Minimum of six (6) units in the field of Child Development/Early Childhood Education.

EXPERIENCE REQUIRED:

Six (6) months of experience in working with children in a specialized learning environment.

LICENSE(S) REQUIRED:

- CPR/First Aid Certificates

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)
 - Pre-employment physical exam B through District's provider

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work takes place indoor and outdoor, and requires sitting, standing or walking for extended periods of time
- Lift or carry students or items up to 35 lbs.
- Physical abilities include stooping/crouching, reaching/handling, bending at the waist, kneeling, crawling reaching, handling or crouching to assist students and to retrieve and store materials
- Hearing and speaking to exchange information
- Visual acuity near/far to see/read instructional materials and to supervise students