



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. 79-2023/24
DOCUMENT NO. 69-2023/24
DATED: 03/20/24

PARAPROFESSIONAL – T.O.P.S. PROGRAM

DEPARTMENT/SITE: Student and Family
Support Services /School
Site

REPORTS TO: Principal

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 28

WORK CALENDAR: 205 Days

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of an assigned Principal, the Paraprofessional – T.O.P.S. Program (Therapeutic Opportunity Program & Supports) assists in providing instruction to a diverse range of individual or small groups of students who require more intensive social, emotional, and behavioral support in an Opportunity Classroom. This position reinforces instruction as directed by certificated general education teachers to assist students in excelling in reading, writing, and math and implementing District instructional goals and activities. The incumbents in this classification provide the school community and students with a safe, compassionate, and positive learning environment, which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this work classification work with general education teachers to establish a trust concept that needs to be established between the Opportunity staff and the student. This will enable the staff (including the Paraprofessional -T.O.P.S. Program) to support students' unique social-emotional, and behavioral needs. Nonviolent Crisis Preventative Intervention (CPI) and Registered Behavioral Technician training are required.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all 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.

- Assists in supervising students in the classroom, school campus, and field trips; attending field trips and special instructional activities to provide students access to high-quality learning options and a variety of activities; and accompanies students on the school bus as directed and as needed.
- Assists in implementing lessons and preparing instructional materials to provide high-level education for individual students; assists in setting up work areas as needed.
- Assists in observing students' curricular performance, records behavioral data and implements support activities as identified by the teacher; maintains daily records of student performance under direct supervision to assist students in achieving their personal best.
- Assist the classroom teacher to ensure the health and safety of students by following current health and safety policies and procedures; assists students in building self-esteem and demonstrating

character and competencies for workplace success; assists students by providing proper examples, emotional support, friendly attitude, and general guidance.

- Assists with implementing positive behavior and trauma-sensitive intervention strategies for students; models identified behavioral techniques, including positive behavior interventions, co-regulations, and reinforcement strategies as determined by the teacher.
- Observes, monitors, and assists in emotional and behavioral crises involving students; and, as a last resort, provides physical management techniques according to approved CPI (Crisis Prevention Intervention) procedures as trained; provides input as requested following emergency behavioral incidents (Behavioral Emergency Intervention Report).
- Participates actively in and attends in-service, structured, and other specialized training related to, but not limited to, trauma-informed treatment techniques and strategies for working with behavioral and educational needs of students, positive behavior interventions, instructional curriculum, and other areas assisting the teacher in providing high-quality education to the students.
- Prepares materials for classroom use in a reasonable, timely manner.
- Provides support to teachers by setting up work areas, displays, and exhibits; operates audio-visual and educational training equipment; distributes and collects papers and supplies.
- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At the time of application)

Knowledge of:

- Special issues, needs, and requirements of students with severe social-emotional and behavioral needs
- Basic academic subjects taught in District schools
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Interpersonal skills using tact, patience, and courtesy
- Basic record-keeping techniques
- Safe practices in classroom and playground activities

Skills and Abilities to:

- Assist staff with instruction and related activities for students
- Assist a diverse range of students in developing emotional and self-regulation skills
- Communicate, understand, and follow both oral and written directions effectively
- Establish and maintain effective working relationships with a diverse range of people
- Operate instructional and office equipment
- Assist in planning and prioritizing learning activities to support the educational needs of students
- Communicate using patience and courtesy in a manner that reflects positively on the organization
- Actively participate in meeting District goals and outcomes
- Apply integrity and trust in all situations.
- Learn District organization, operations, policies, objectives, and goals

RESPONSIBILITY:

Responsibilities include working under limited supervision, following standardized practices and/or

methods, and directing others within a work unit. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

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

EDUCATION REQUIRED:

High School diploma or equivalent **AND** completion of 48 units from a nationally accredited college or university, or A.A. degree or higher, or passage of a local assessment test that meets the Every Student Succeeds Act (ESSA) standards. Bachelor's degree preferred.

EXPERIENCE REQUIRED:

At least two (2) years of experience supporting students with social, emotional, and behavioral needs in an educational environment.

LICENSE(S) REQUIRED:

- Completion of Nonviolent Crisis Preventive Intervention training (CPI) within six months (failure to do so will result in termination)
- Completion of Registered Behavior Technician training (40-hour program) within six months (failure to do so will result in termination)
- Valid, current California Driver's License to travel to various school sites
- Valid CPR/First Aid certificates

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After an 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 the District's provider at the District's expense

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- The job is performed in a classroom environment and requires mostly walking and standing, with some sitting; some running may be necessary for eloping students; the job is performed in a potentially hazardous environment as students may become agitated and act out, including hitting or biting
- Lifting, carrying, pushing, and/or pulling light to moderate-weight files and materials
- Stooping, kneeling, crouching, and/or crawling
- Manual dexterity to manipulate objects and type on a keyboard
- Hearing and speaking to exchange information
- Visual acuity to see/read documents and computer screens and to supervise students