

ELK GROVE UNIFIED SCHOOL DISTRICT

CLASS TITLE: PARAEDUCATOR IV

BASIC FUNCTION:

Under the direction of an assigned supervisor or designee, provide support to individuals or groups of students having advanced and multiple needs, such as significant cognitive, behavioral, or medical needs in various classroom environments. The Paraeducator IV has advanced training and/or experience in alternative educational programs that supports students with specific and/or profound special needs. Additionally, proficiency in the coordination and facilitation of training of district-wide programs and instructional strategies to support staff with oversight of students with special needs.

The position primarily supports students with more extensive needs in a variety of settings (e.g. general education, special education, self-contained, learning center/Resource Specialist Program (RSP), therapy sessions, recess, lunch, etc.). This position supports students ages three to twenty-two.

ESSENTIAL FUNCTIONS:

Assist the instructor by teaching students with a wide range of needs in a variety of academic subjects. This may range from grade level instruction in core content areas to instruction related to self-help, social skills, language development, and motor skills development for students who have developmental, behavioral, physical, or emotional difficulties.

Monitor and supervise student instruction in various subjects, functional academics, domestic skills, community activities, and vocational training; assist students with physical education, recreation/leisure and/or community-based instruction activities in an individual or group setting.

Supervise individual or groups of students in activities, both inside and outside the classroom, including assisting with large or small group instruction, one-on-one tutoring, and independent living activities.

Facilitate informal assessment as needed.

Under the direction of the case manager and guidance from service providers (e.g. behavior support specialist, mental health therapist (MHT), and psychologist, etc.) use trauma informed, evidence-based practices to de-escalate student behaviors and support students with successfully returning to the learning environment. This may include supporting students who are in crisis and may be demonstrating aggressive or dangerous behaviors.

Implement student behavior plans, including following routines and transitions for the purpose of providing proactive support for positive student outcomes in and out of the classroom.

Assist students with learning gross motor skills such as walking, jumping, and climbing; assist students in learning fine motor skills such as reaching, grabbing, folding and cutting; assist children in learning basic academics when appropriate.

Perform, prepare, and maintain a variety of clerical duties, such as assisting with records and reports related to schedules, attendance, program activities, newsletters, grading papers, and data collection; assist instructor with preparing instructional materials; duplicating and distributing materials; correct, score and record tests, papers, and homework assignments; organize materials to assist student learning.

Supervise and assist students with self-care activities such as grooming, feeding and toileting; assist students with maintaining personal hygiene and cleanliness; supervise students in a classroom as directed.

Assist the instructor with recreational activities in classroom, on playground and during community-based instruction; oversee groups of students during playground activities as assigned; assure safe outdoor play.

Assist students with learning activities of daily living including but not limited to the recognition of words essential to survival, including phone numbers, names, and home addresses; removing and hanging up jackets, zipping, and buttoning clothing; grooming; brushing teeth; toilet training and other hygiene related tasks; assist students with learning to prepare simple food dishes, self-feeding, developing good eating habits and maintaining a clean kitchen as assigned.

Distribute and assist students with medications according to prescribed procedures in accordance with current law; assist students with specialized feedings including tube feedings, seizures and other medical issues as assigned; provide personal care as needed, such as diaper changing; lift and carry students as necessary; push students in wheelchairs.

Use evidence-based practices to de-escalate behaviors including following an individual behavior plan for a student when appropriate.

Assist students with building self-esteem by providing proper examples, emotional support, a friendly attitude, and general guidance.

Participate as a site team member to gather data related to student goals.

Attend and participate in parent conferences and a variety of meetings as assigned.

Support instruction in various classroom environments to include, but not be limited to, autism; intellectual disabilities; multiple disabilities; and emotionally disturbed.

At the direction of the supervisor(s), administer, facilitate, and/or model training of paraeducators and other school personnel.

Scoring and recording informal achievement and diagnostic assessments required by the programs.

Assist in identifying student proficiency and placement.

Participate in meetings to share information about programs to which they are assigned.

Work in interim assignments, with a variety of staff and students.

Safely transport students to and from assigned educational programs, job sites, or community-based instruction, following district transportation policies and all applicable traffic laws.

Perform related duties including supporting any student, as assigned.

For Visually Impaired Students:

Assist and interact with students using Braille and related materials; adapt materials to Braille or tactile format as appropriate; record print materials onto tape for student use; foster independence of visually impaired students.

For Deaf and Hard of Hearing Students: Use and Demonstrate basic knowledge of sign with children under the direction of the Deaf and Hard of Hearing teacher; provide academic support to hearing impaired students integrated into the general and self-contained programs.

DEMONSTRATED KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Child guidance principles and practices related to children with special education needs.
Problems and concerns of students with special needs.
Basic subjects taught in District schools include mathematics, reading, writing, grammar and spelling.
Safe practices in classroom and playground activities.
Basic instructional methods and techniques.
Medical procedures associated with working with students with special health care needs.
Correct English usage, grammar, spelling, punctuation, and vocabulary.
Oral and written communication skills.
Interpersonal skills using tact, patience, and courtesy.
Basic record-keeping and filing techniques.
Classroom procedures and appropriate student conduct.
Methods, techniques, and procedures for lifting and moving students.
Effectively operate standard office and classroom equipment.
Health and safety regulations.
Behavior and Crisis Intervention methodologies.
Basic Braille for Visually Impaired Students.

ABILITY TO:

Assist an instructor in reinforcing instruction to individual or small groups of special education students.
Provide routine clerical support and maintain records.
Demonstrate an understanding, patient, and receptive attitude toward severely disabled children.
Monitor, observe and report student behavior and progress according to approved policies and procedures.
Understand and follow oral and written instructions.
Establish and maintain cooperative and effective working relationships with others.
Communicate effectively both orally and in writing.
Understand and relate to children with special needs.
Observe health and safety regulations.
Maintain consistent, punctual, and regular attendance.
Sit or stand for extended periods of time.
Bend at the waist, kneel or crouch to assist students.
Provide student supervision, be mobile and respond quickly to ensure student safety (e.g. eloping, when student leaves a safe area, classroom, school campus, or a responsible staff member).
Effectively read and analyze a variety of materials and monitor student activities.
Effectively communicate to exchange and understand information.
Reach overhead, above the shoulders and horizontally.
Oversee and assist students with toileting and changing diapers.
Supervise restrooms when students are toileting and diapering.
Use proper lifting techniques.
Build rapport with a variety of students and staff.
Adapt quickly to change.

For Visually Impaired Students:

Understand and relate to the needs of visually impaired students.

Learn child guidance principles and practices related to visually impaired students.
Learn Braille transcription techniques.

EDUCATION AND EXPERIENCE REQUIRED:

High school diploma or equivalent. Experience as a Paraeducator II or III or equivalent preferred.

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Paraeducator proficiency requirement can be met by completion of ONE of the following:

Proficiency Exam or

California Basic Educational Skills Test (CBEST) or

Completion of two years college (48 semester units) or

Associate or Higher Degree.

LICENSES AND OTHER REQUIREMENTS:

Completion of 10 hours of assigned district training within six months of employment or prior training experience equivalent to the assigned district training.

CPI certification (Crisis Prevention Intervention certificate must be kept up to date).

Valid CPR Certification (CPR certificate must be issued within six months of employment and maintained as outlined by the issuing entity).

Valid California Class C driver's license.

Complete 5 hours of annual assigned district training.

Employee Entrance Evaluation (strength test).

WORKING CONDITIONS:

ENVIRONMENT:

Classroom, playground environment and community-based instruction environments.

HAZARDS:

Abusive and potentially harmful outbursts from students which may include but are not limited to verbal outbursts, hitting, kicking, spitting, biting, and eloping (when student leaves a safe area, classroom, school campus, or a responsible staff member).

BOARD APPROVED: July 21, 2026