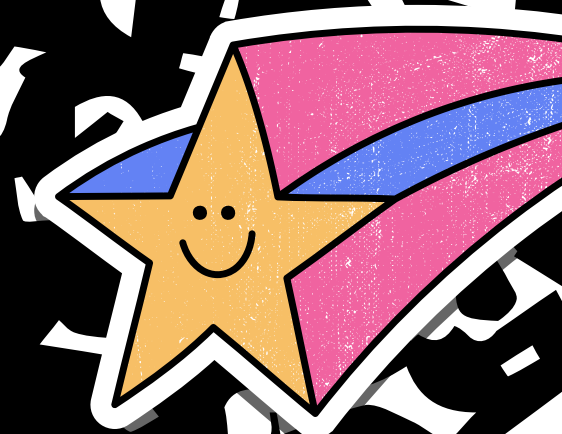
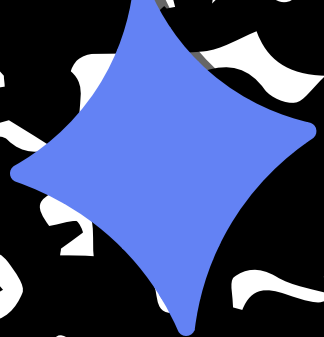


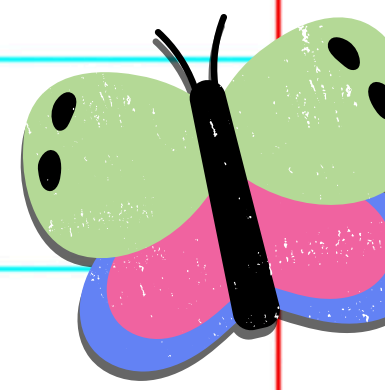
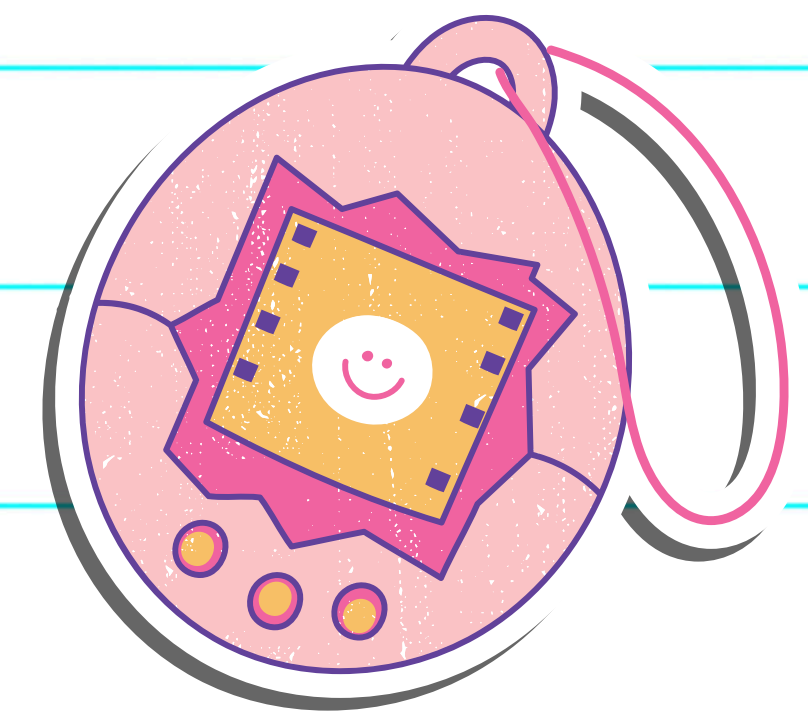
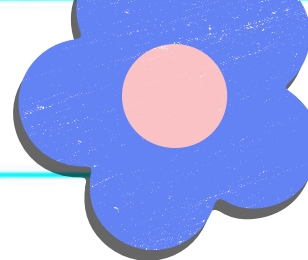
C O O L

PARAEDUCATOR 101

SEDAC

January 7, 2025





Agenda



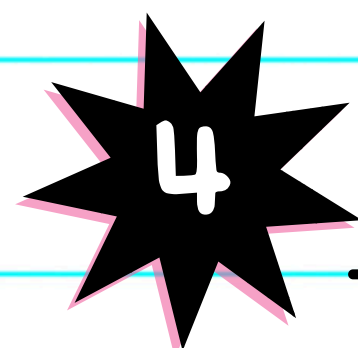
Hiring, Staffing, and
Assignments



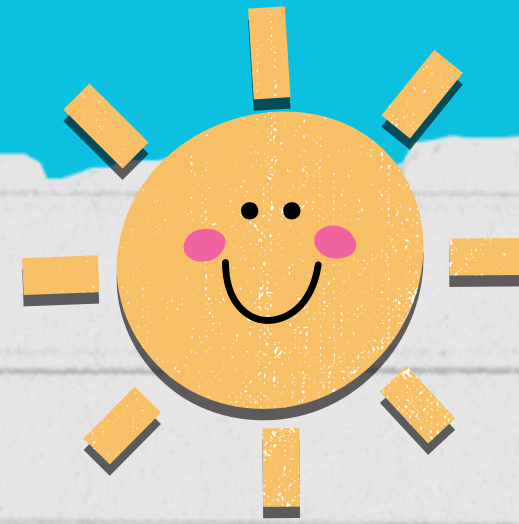
Onboarding and
Ongoing Training



Special Circumstance
Educational Support (SCES)

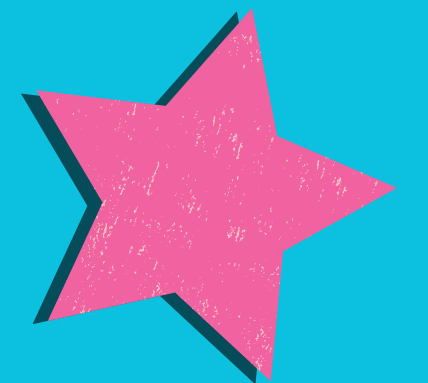
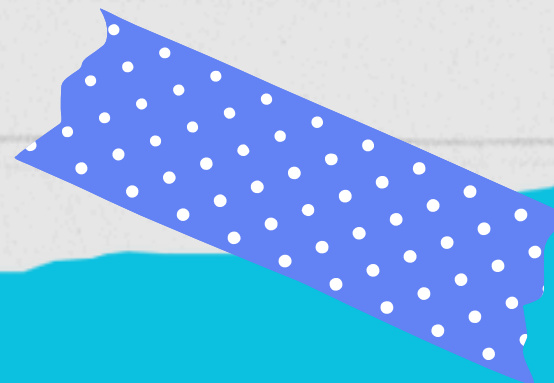


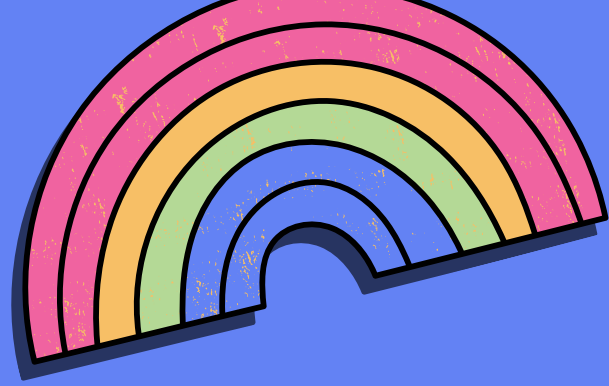
Intensive Individualized
Support in Action



SUPER

Hiring, Staffing, and Assignments





Hiring

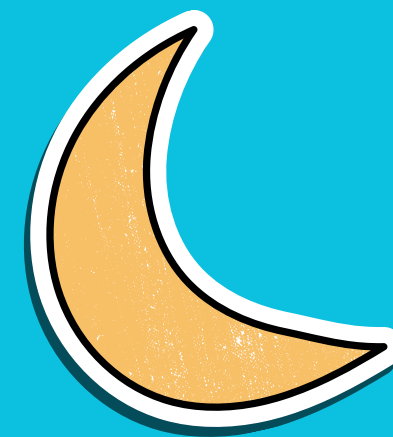


- Recruitment
 - Walk-in Interviews
 - Ongoing Recruitment
- What does an interview look like?

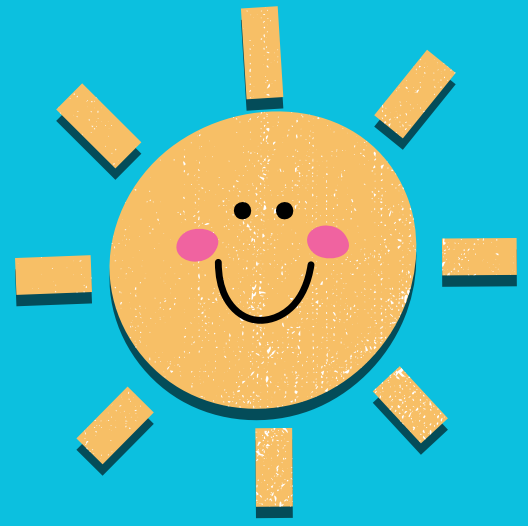




Staffing



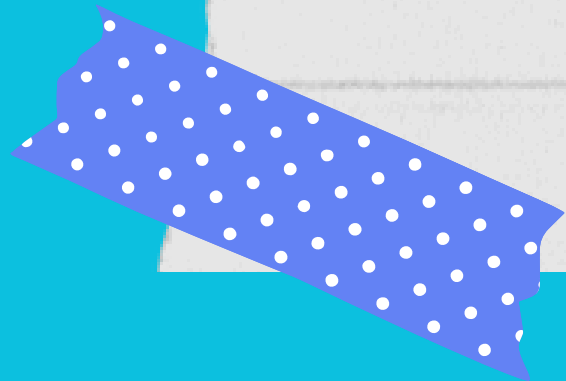
S U P E R



Staffing Positions

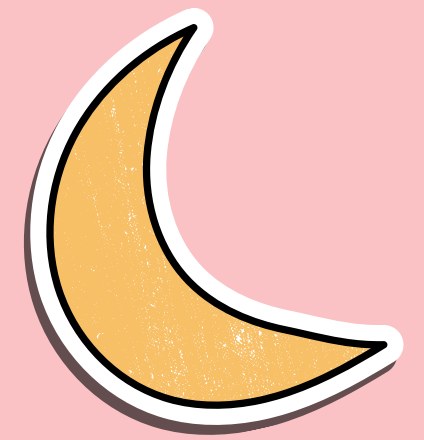


- Current agency positions to be filled with direct hires: 43
 - Some agency positions remain agency due to student need
- How are substitute paraeducators utilized?

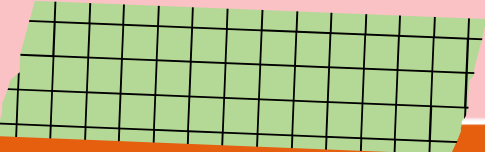
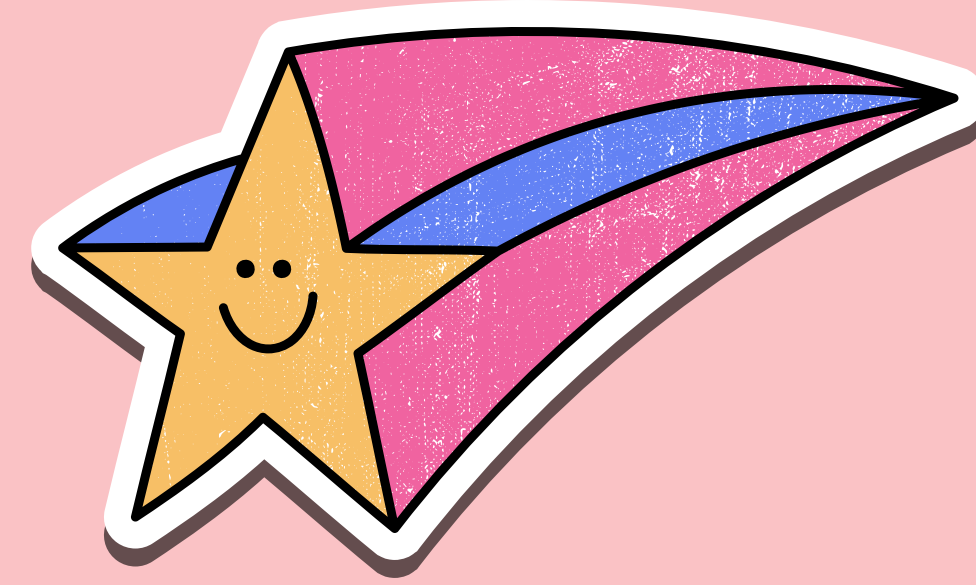





Assignments




SUPER



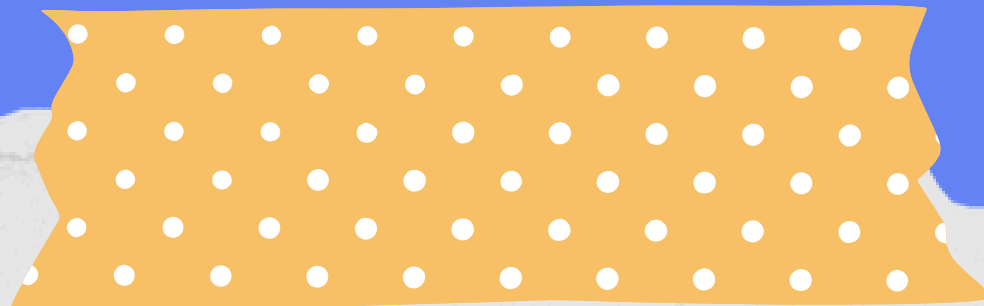
Para I - Under the immediate supervision of an assigned school administrator and general direction of a classroom teacher, provides instructional assistance to students individually and in groups according to state standards, classroom objectives, and the individualized education program (IEP), **including health and/or behavioral plans; provides emergency health-related assistance to students as needed.**



Para II - Under the immediate supervision of an assigned school administrator and general direction of a classroom teacher, assists in implementing instructional education programs for students who are medically fragile, with varied support needs, and performing specialized medical procedures as assigned.



Para III - Under general supervision, works one-on-one and/or in small groups with and supervises assigned student(s) who have mild to moderate and/or moderate to severe learning, emotional, physical, and/or behavioral disability(ies) in a classroom, community and/or vocational job site setting as assigned; implement behavior intervention strategies and plans of various technical complexity.

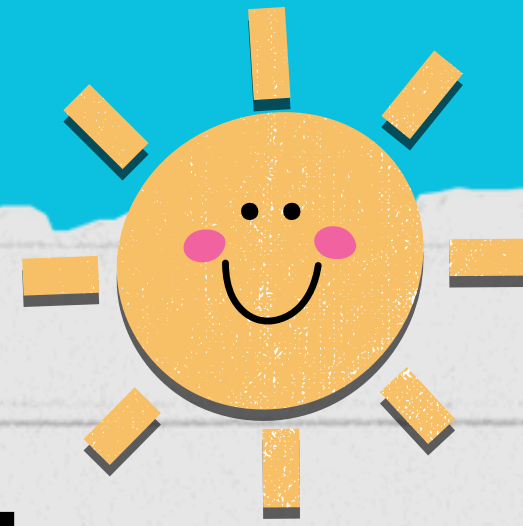


Classroom Support

vs.

Individual Student Support

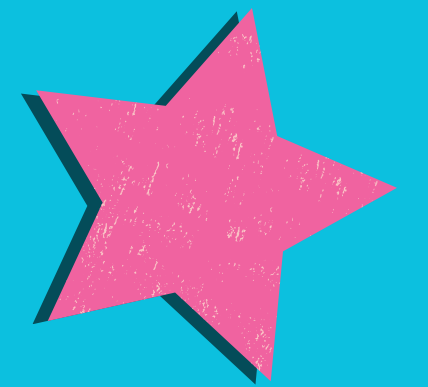




**Onboarding
&
Ongoing
Training**



SUPER





Onboarding



CVUSD IS HIRING!

SCAN TO LEARN MORE:



JOIN US FOR A WALK-IN INTERVIEW

WHAT: PARAEDUCATOR
(SUPPORT STUDENTS WITH DISABILITIES)

- This important role provides instructional and physical assistance to students.
- Key job duties include assisting teacher(s) with implementation of students' IEP goals and objectives through instruction and a wide variety of prescribed activities.
- Starting rate: Up to \$25.82/hour, based on experience.



WHEN:
2:30pm - 4:30pm
on

- Tuesday, December 10th
- Monday, December 16th

WHERE:
1400 E. Janss Road
Thousand Oaks
CVUSD's Educational Center

QUESTIONS? CONTACT:
CVUSDHRD@CONEJOUSD.ORG

LEARN MORE:
bit.ly/CVUSDparaeducator

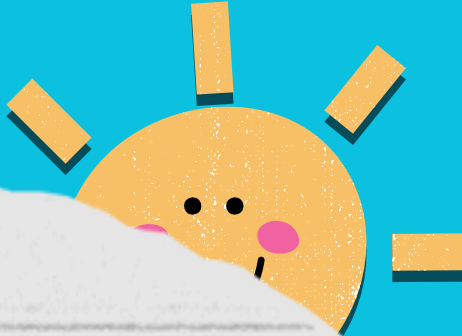




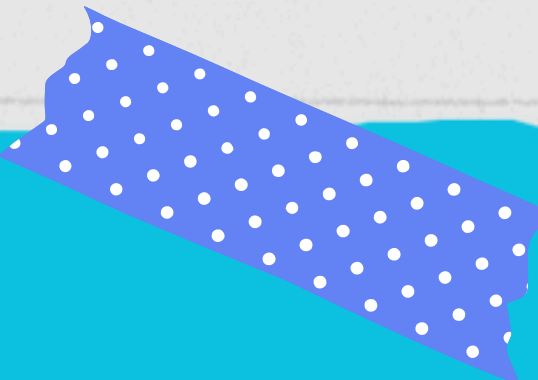
Training



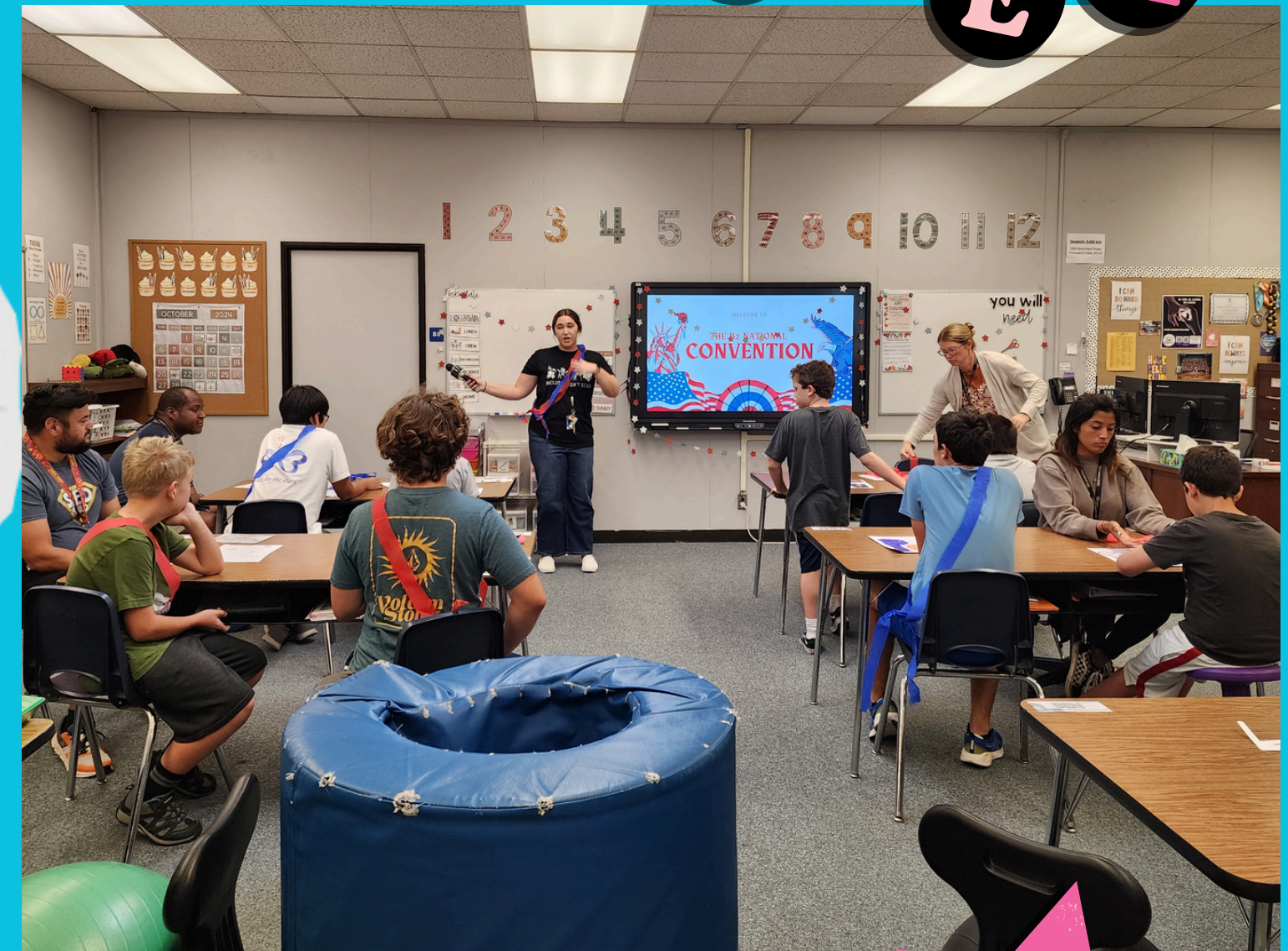
S **U** **P** **E** **R**



**Special
Circumstance
Educational
Support
(SCES)**

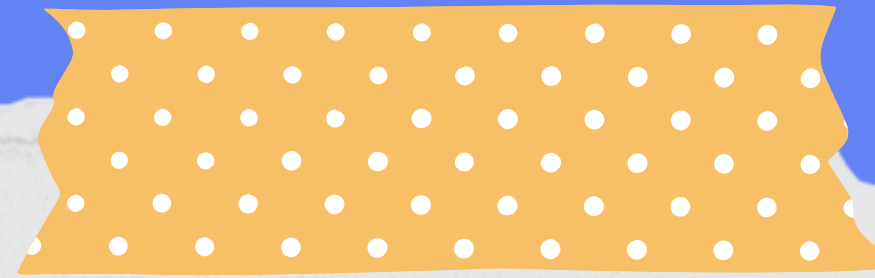


SUPER





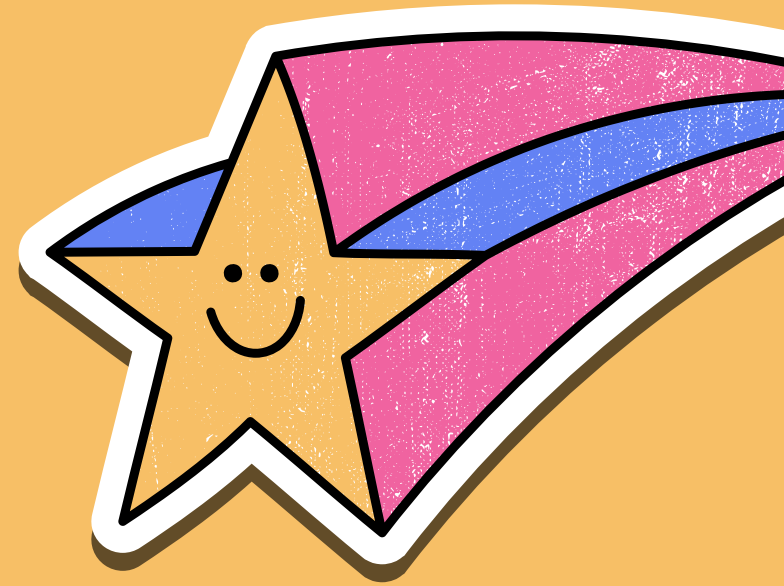
SCES



- Behavior
- Instruction
- Inclusion
- Health/Personal Care



What happens when my student is found eligible for IIS?



Once assessment is initiated, Directors and Supervisor are notified to start planning

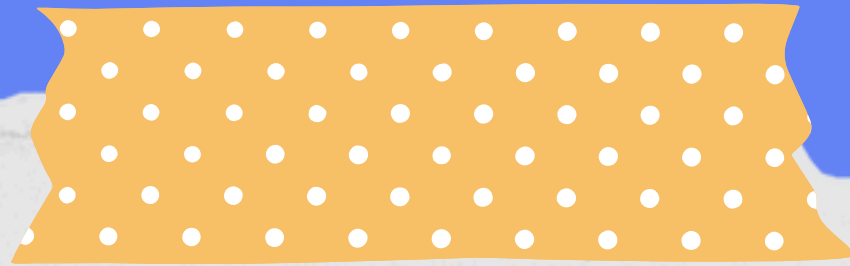
If student requires IIS services, once the IEP is signed in agreement, site staff notifies Directors and Supervisor

Supervisor & Support Technician work to provide IIS

Site may cover or a para from another site may cover until more consistent IIS support can be assigned



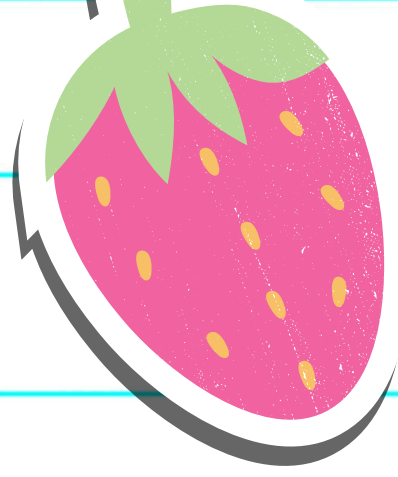
Independence Plan



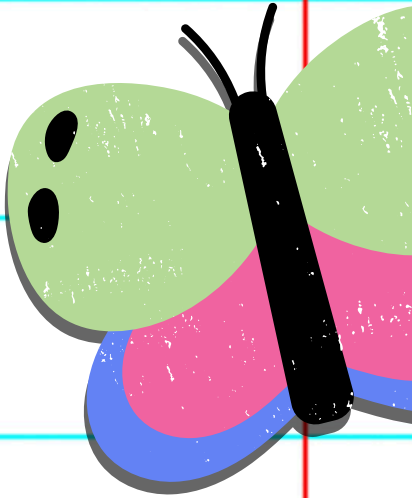
Planning for independence is an important part of Intensive Individualized Support. The ultimate goal is student independence!



S **U** **P** **E** **R**

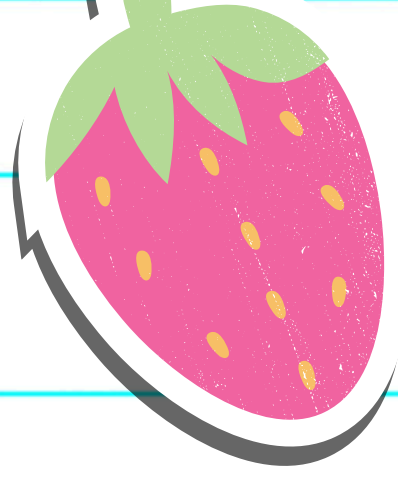


FAQs

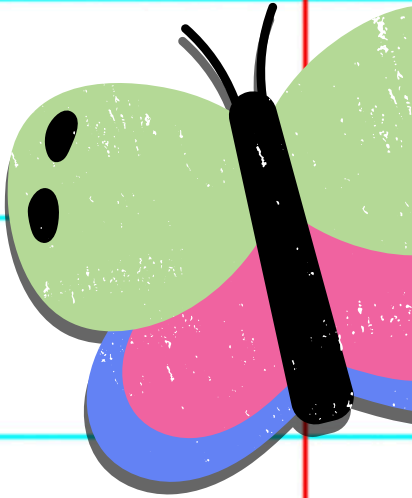


How are needs addressed for students requiring IIS? (start to finish timeline)

First, a student is identified as needing/requiring IIS to access education/the school day via the SCES assessment. Next, data is utilized from the SCES assessment to develop goals, accommodations, services, and an overall plan in the IEP for the IIS services. The service is overseen by the case manager (a school psychologist or BCBA may be involved as well, dependant on student need). Services are reviewed and updated at least annually.

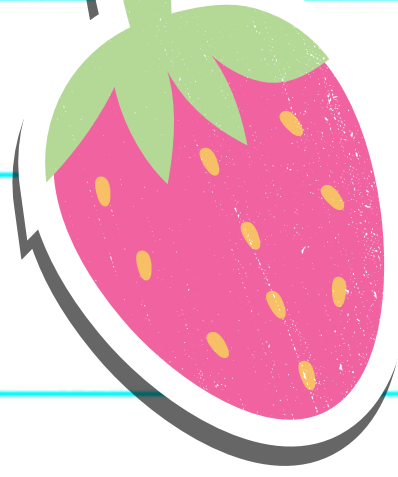


FAQs

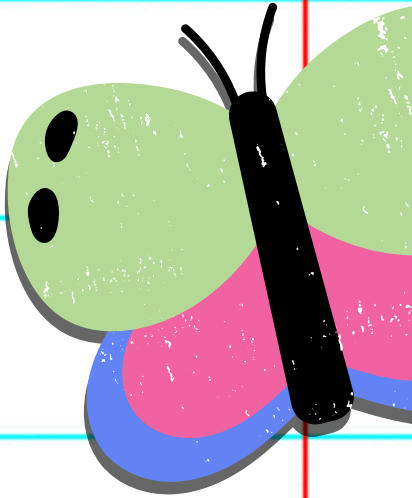


Do paras have access to IEPs?

Paraeducators may have access to the entire IEP. However, guidance is to provide the pages that support each student and pertain to the role of the paraeducator. These IEP pages include: accommodations, goals, and behavior plans. Often, teachers create a folder with a “student info sheet” that summarizes these pages of the IEP (this is not a requirement, rather a practice).



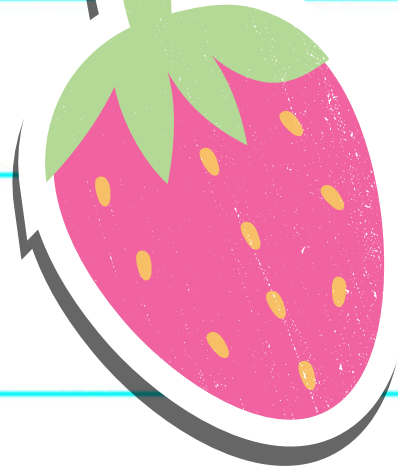
FAQs



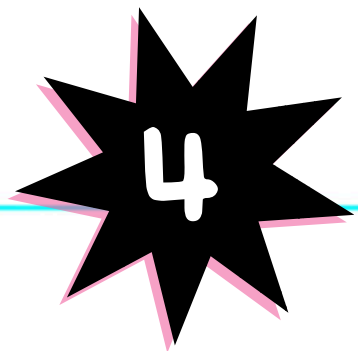
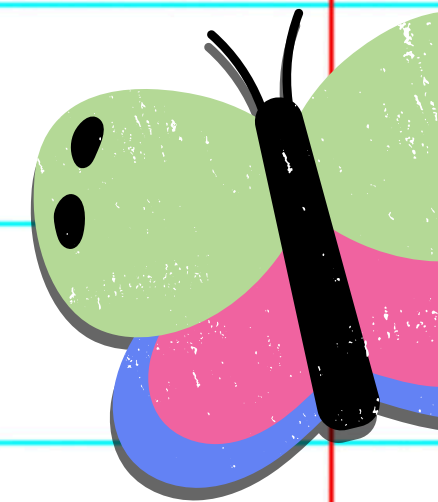
Are paras always the answer? What other ways are needs addressed?

There are many alternative strategies to meet the needs of students with disabilities beyond assigning a paraeducator for full-day support. Strategies are designed to promote independence, social inclusion, and access to the general education curriculum.

[Infographic on strategies](#)



FAQs



What is an Independence Plan?

An Independence Plan is an added document to the IEP for students that have IIS support. The plan outlines strategies, goals, and supports to help a student progressively develop the skills needed to perform tasks independently. The goal is to support in transitioning from adult assistance to self-sufficiency in academic, social, behavioral, or life skills. The purpose is to avoid reliance on adult assistance.

Plans typically include related goals such as self-advocacy goals or problem solving goals. Plans are goal oriented and focus on how to gain independence such as prompt reduction or utilization of tools such as schedules or assistive technology. Plans provide details on how support will be gradually reduced as the student increases in their skills (i.e. moving from full adult assistance to check-ins or reminders).

Questions?



COOL



Dream

Thank you!

