
Job Description

TITLE Paraeducator – Specialized Instructional - Positive Behavior Support

REPORTS TO Building Principal

POSITION SUMMARY

Under supervision, perform a variety of instructional activities; assist in promoting student learning; perform routine and supportive tasks for instructional personnel; and complete other related work as required within a collaborative team.

Preferred Education and Experience

A combination of training and experience qualifies a candidate for knowledge and skill requirements. A typical way to obtain required knowledge and skills is:

- Experience:
 - One year of paid or volunteer experience working with multi-age groups of children
- Education:
 - Equivalent to the completion of the twelfth grade, supplemented by training or coursework in child growth and development, instructional technology, or a closely related field

Special Requirements

- Candidates must meet the requirements set forth in the Every Student Succeeds Act (ESSA) by satisfying one of the following criteria:
 - Hold an AA or higher degree from a college or university
 - Have completed at least two years college with 72 college credits accrued
 - Have passed the OSPI approved test
 - Completion of approved apprenticeship program
- Candidates must also meet the following requirements:
 - First Aid, CPR and AED certification
 - CPI-certification for specified positions including Positive Behavior Support (PBS), Structured Learning Center (SLC), and some 1:1 student support positions. Additionally other specific positions may be identified by the Executive Director of Student Services.
 - Completion of all state required paraeducator certifications
 - Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance
 - I-9 employment eligibility in compliance with the Immigration Reform and Control Act
 - HIV/HBV training (obtain within 60 days of hire date – District provided)
 - Human Resources new hire training (obtain within 60 days of hire date – District provided)

Knowledge, Skills and Abilities

- Knowledge of:
 - Basic concepts of child growth, development, and developmental behavior characteristics pertaining to students in grades preschool through age 21 including students with special learning needs and English language needs
 - Student behavior management strategies and techniques such as PBIS (Positive Behavior Interventions and Supports) and Trauma Informed Practices

Paraeducator Specialized Instructional Job Description Continued:

- Appropriate English usage, punctuation, spelling, and grammar
- Basic arithmetic concepts
- Positive behavior interventions and supports
- Routine record management, storage, and retrieval systems and procedures
- **Ability to:**
 - Demonstrate an empathetic, patient, and receptive attitude toward students of varied age, ability and cultural backgrounds
 - Model appropriate behavior
 - Communicate effectively in oral and written form
 - Perform routine tasks and operate a variety of educational and office related equipment and technology
 - Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a positive educational environment
 - Understand and carry out oral and written directions
 - Establish and maintain cooperative working relationships with children and adults
 - Follow specific student educational plans with fidelity
 - Manage and guide student behavior
 - Ability and willingness to perform the physical requirements of the position
 - Maintain confidentiality of student and staff information and records
 - Be flexible with schedule (i.e. job duties, responsibilities, staff meetings, training, etc.)

POSITION RESPONSIBILITIES

- Assist instructional personnel with presentation of learning materials and delivery of instructional programs
- Work with students with a wide range of physical, mental, social and behavioral disabilities. This range includes students with mild academic difficulties to students who are severely intellectually impaired; students with mild physical disabilities to students who are unable to perform basic self-care; students who are shy and withdrawn to students who are acting out (and may be physical)
- Tutor individual small groups of students to reinforce and follow up learning activities
- Monitor and assist students in drill, practice, and study activities per the instructional program and/or individual student learning plan
- Direct students into safe learning activities and functions, and assist in the shaping of appropriate social behaviors
- Monitor and assist in the remediation of specific learning problems and conditions
- Assist in the management of student behavior through the use of positive strategies and techniques. Collaborate and execute the student's behavior plan with fidelity.
- Assist in the preparation of a variety of instructional materials and learning aids for use with individual or small groups of students at the direction of the supervising teacher
- Adaptability and flexibility in dealing with a wide range of student behaviors. Patience and understanding when working under stressful situations; may be required to calm distraught, angry, or hostile students
- Provide support to students who need catheterization (training provided)
- Attend to basic care of students including toileting, diapering, dressing and feeding
- Perform routine first aid which may include aid to students experiencing seizures or respiratory distress
- Bend and lift to help students with transfers as needed
- Support students with inclusionary practices in the general education setting
- Maintain a variety of records and files, including confidential student records and information
- Operate and assist students in the operation of a variety of instructional media, equipment and technology
- Flexibility to learn and accommodate new students as they arrive to the program with individual behaviors and IEP goals

Paraeducator Specialized Instructional Job Description Continued:

- Administer and score a variety of criterion referenced and general aptitude tests, and record test results
- Assist in maintaining an orderly, safe, welcoming, and positive learning environment
- De-escalate students per district protocol and procedure (including physically escalated students)
- Assist with transitions on and off school bus
- Help students unpack and put away things in correct location
- Monitor student safety at recess
- Adhere to federal and state laws and district regulations, policies, procedures and practices
- Mandatory reporting for incidents of child abuse, harassment, intimidation, bullying, boundary invasions, fights, substance abuse etc.
- Abide by employment provisions provided for in the collective bargaining agreement
- Observe strict confidentiality regarding student and staff information
- Maintain regular punctual attendance

PHYSICAL/MENTAL REQUIREMENTS

The work environment characteristics described are representative of those an employee may encounter while performing the essential functions of this job.

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions:

- Use of a personal computer for extended periods of time
- Use of a telephone and other technology
- Ability to perceive the nature of sound; near/far visual acuity, depth perception,, manual dexterity, which includes fine and gross motor skills
- Ability to communicate orally; operate a variety of equipment and technology
- Exert 10 to 20 pounds of force frequently to lift, carry push, pull, or otherwise move objects
- Sit, stand, run or walk for extended periods of time, Work is conducted in a shared, open, classroom environment with consideration toward equipment noise, confidentiality, voice volume
- Physical ability to tolerate exposure to hot, cold, humid or windy conditions caused by weather conditions with a variety of changing weather conditions and potentially uneven/slippery surfaces
- May be required with assistance to lift, carry and support students weighing up to or in excess of 150 pounds
- The job is performed with time spent indoors and under minimal temperature variations; a portion of the day may be time spent outdoors and is subject to a variety of changing weather conditions and potentially uneven/slippery surfaces
- Ability to run after eloping students

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

EMPLOYMENT CONDITIONS

This position is that of a specialized instructional paraeducator and is represented by Public School Employees of Monroe collective bargaining unit. The position will work a schedule in coordination with the District student calendar. Salary and benefits as determined by the current bargaining agreement. Employees are required to complete all mandatory district training by specified deadlines.

EVALUATION PROCEDURES

Performance shall be evaluated annually according to Board and administrative policies and procedures.

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