TITLE: Paraeducator IB

Employee Group: Classified Support Staff of Edmonds (Public School Employees)
Reports to: Building Administrator/Student Services Director. Receives direction and setting of priorities from other designated staff to include classroom teacher(s).
Supervises: None
FLSA Status: Non-exempt
Salary Level: Paraeducators' Salary Schedule – Level IB

JOB SUMMARY: The Paraeducator IB works collaboratively with students/staff in an intensive learning support classroom, special education classrooms or other K-12 learning environments. This position assists with a variety of instructional support and supervision duties of students who have learning, communication, physical, behavioral, or emotional disabilities. Additionally, this position prepares educational materials, monitors academic progress, collects student data, and implements behavior plans. (Assigned to IS, ISES, ILS, and DK.)

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

1. Works collaboratively with classroom teachers in the daily management, organization, monitoring, and safety of students; provides instructional support to students in reading, writing, math, and with social/behavior skills. Scribes and adapts instruction for all academic areas, as assigned. Models expected classroom behaviors. Assists in upholding and enforcing school rules.
2. Assist students who have special needs by implementing skill improvements, positive behavior interventions, behavior techniques, strategies, IEPs/BIPs, and other learning activities, under the direction of a certificated staff member. Intervenes when students are experiencing complex or challenging behaviors, not in the proper location, or may be in dangerous or unsafe situations.
3. Supports social and emotional learning (SEL) and skill building by helping students manage emotions, set and achieve positive goals, show empathy for others, maintain positive relationships, and make responsible decisions.
4. Supervises and escorts students to and from a variety of sites in a school building. Supervises and monitors students' arrivals, departures, and transitions within the school setting.
5. Monitors student behavior and progress, may apply de-escalation techniques, and shares observations with teacher and other professional staff. Establishes norms to prevent disruptive behavior, identifies catalysts for disruptions, intervenes during disruptive behavior, and records behavior data. May participate in parent-teacher conferences.
6. Collects and prepares instructional, non-instructional materials, and student data as directed; assembles worksheets; lessons, art supplies, and other materials; creates and posts bulletin boards; corrects worksheets, tests, and assignments; observes, tracks, and completes student data sheets.
7. Works with individuals and/or groups of students in educational, creative, and structured play activities using social and vocational skills; assists with classwork and assignments; tutors and monitors student activities in the classroom, on school grounds, and in the community as needed.
8. Assists certificated staff with district, state and national test administration; helps maintain diagnostic and test data.
9. Assists with required record-keeping including maintaining and updating student records, class

lists, attendance and other data; files and retrieves documents.
10. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
11. May take action, or assist in taking action, to restrain students who are at risk of harming themselves or others by following school/district approved restraint procedures.
12. Assignment may require feeding, diapering, toileting students with disabilities and/or monitoring of medical conditions.
13. May teach independent living skills such as cooking, laundry, general personal hygiene and cleanliness. May supervise students during in-school suspension or in extended day programs.
14. Maintains regular and consistent attendance. Work must be provided onsite and in person.

OTHER FUNCTIONS:
15. Attends District or building-directed training for paraeducators.
16. Performs equipment and supplies inventories. Orders materials as necessary.
17. Assists in the supervision of volunteers and student assistants.
18. Types, copies, and distributes forms, correspondence, student behavior data and/or contracts, worksheets, tests and schedules by using office equipment.
19. May answer phones, take messages and/or direct callers, and assist visitors. Performs routine clerical tasks to support teachers and other district staff.
20. Administers first aid, as necessary.
21. May serve on various department, school, and/or District committees.
22. Performs related duties consistent with the scope and intent of the position.

REQUIRED QUALIFICATIONS

Education and Experience:

- Be at least eighteen years of age and hold a high school diploma or its equivalent
- In addition, a paraeducator must meet one of the following:
    1. Hold an associate degree or higher from an accredited college or university
    2. Have earned 72 quarter credits or 48 semester credits at the 100 level or higher at an accredited college or university
    3. Completed an apprenticeship as a paraeducator, in a program registered with the Washington State Apprenticeship and Training Council
    4. Received a passing score on one of the following PESB approved assessments:
        - ETS ParaPro Assessment
        - Pearson Paraprofessional Assessment
        - Master Teacher Inc. Paraeducator Online Training Program

Licenses/Special Requirements (Must maintain certification as a condition of employment):

- Possession of valid First Aid and CPR Certifications (or ability to obtain within 1 year of employment)
- Certification of de-escalation and physical restraint training (or ability to obtain within 6 months of employment).
- Special Education Subject Matter Certificate (Or ability to obtain within 2 years of employment).

- Maintain training and use of proper physical transfer techniques, including use of the Hoyer lift.

Knowledge of:

- General office practices and procedures.
- Classroom management and student discipline procedures.
- Developmental stages and learning styles appropriate to the assigned grade levels and individual students.
- General needs of students with behavior and emotional disabilities.
- Physical or occupational disabilities, speech/language development, and/or vision instruction if applicable

Skill in:

- Reading, writing, spelling, and math computation.
- Managing challenging student behaviors in a non-escalating, positive manner.
- Maintaining records in an organized manner.
- Operating a personal computer and standard office equipment.
- Learning and interpreting assignments, procedures, rules, and regulations

Ability to:

- Acquire and apply knowledge of IDEA and Section 504 requirements.
- Work with students who have a variety of disabilities.
- Work in a stressful environment.
- Demonstrate awareness and appreciation of diversity among individual students and demonstrate commitment to strengthening engagement of a diverse community.
- Understand and execute verbal and written instructions, policies, and procedures and seek clarity when needed.
- Work effectively in a team-oriented environment with teachers, other District staff, parents, and students.
- Communicate effectively with District staff, parents, and students using tact, courtesy, and good judgment.
- Remain flexible to changes in assignments or situations.
- Set priorities and complete assigned tasks in an atmosphere of frequent interruptions.
- Intervene with emotional, angry or disruptive students.
- Differentiate between individual differences, cultural differences and universal similarities.
- Utilize word processing software and learn the operation of District adopted software.
- Effectively supervise and instruct students one-on-one or in a small group setting.
- Protect the confidentiality of student information consistent with FERPA and handle confidential matters appropriately and ethically.
- Participate in activities and responsibilities as assigned by the classroom teacher.
- Uphold board policies and follow administrative procedures.
- Meet state recommended core competencies pursuant RCW 28A.415.310.
- Favorably represent the District and promote positive public relations when communicating with the general public.

PREFERRED QUALIFICATIONS

- Experience working with students in an educational setting and/or evidence of an interest in supporting learning experiences.
- Experience working with students with physical or cognitive disabilities and/or behavior challenges or social/emotional issues.
- Training with cultural, ethnic and language diversity.

WORKING CONDITIONS

Classroom or other indoor setting. Experiences frequent interruptions. May work outdoors in inclement weather. Must be willing to ride the bus and/or swim during swimming events for students. Noise level in the work environment can vary depending on daily activity and may occasionally be moderate to high. This position works with students with complex needs and challenging behaviors, such as seizures, vomiting, choking, toileting, feeding, spasms, spitting, etc.

Positions are assigned centrally by the student services department and can be reassigned to other work locations if needed.

PHYSICAL DEMANDS

Must be able to stand, sit, and walk for extensive periods of time. Frequently required to use hands to handle or feel. Frequently required to reach with hands and arms. Frequently required to stoop, kneel, crouch, squat, or bend. Specific vision abilities required by this job include close vision, distance vision, depth perception, and ability to adjust focus. Must be able to lift/carry up to 50 pounds (books, files, learning resources, equipment, etc.) on a regular basis. Exposure to communicable diseases and bloodborne pathogens.

This position has constant interaction with groups of students with complex needs and challenging behaviors. Must be able to withstand physical and emotional stress. Required to lift, position, and/or move students on a regular basis. Examples include lifting and positioning physically impaired students in and out of a vehicle, wheelchair, pool, therapy equipment, etc., numerous times per day.

DISCLAIMER

The statements contained herein are intended to describe the general nature of work being performed. They are not intended to be an all-inclusive listing of work requirements. Any one position may not include all of the functions listed nor do the statements above list all responsibilities and qualifications of personnel so classified.

CLASSIFICATION HISTORY

Job description developed by HR, 07/23 (Adapted from Paraeducator IA Job Description)