

JOB TITLE: Paraeducator 2

GROUP: Teamsters III - Paraeducator

LEVEL: 15

FLSA STATUS: Non- Exempt

WORK DAYS PER FISCAL YEAR: 180 **HOLIDAYS:** 11 or 12 dependent on school start date

SUMMARY: The job of Paraeducator 2 provides support to the school's instructional program with specific responsibilities for working with individuals and/or small groups of students to assist in improving student achievement and implementing individual plans for instruction. The role of Paraeducator 2 is differentiated from paraeducator 1 in their responsibilities include the support of the documented health and safety needs of students requiring physical intervention. In addition, Paraeducator 2 provides support for the operational duties within a school, monitors student behavior across school settings, and may also support in student safety, personal care, behavioral and physical supports that may require unassisted lifting up to 50 pounds.

CONTEXT AND WHO WE ARE: Highline Public Schools serves students and families in the communities of Burien, Des Moines, Normandy Park, SeaTac and White Center in Washington state.

OUR PROMISE: *Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.*

In 2013, families, students, staff and community members across Highline came together to develop a strategic plan that reflects our goals and dreams for students. Our strategic plan is our equity plan and is guided by Our Promise. In 2023, the strategic plan was updated to guide our work, identifying four bold goals:

- **Culture of Belonging:** *A culture where all are welcome, valued, and safe.*
- **Innovative Learning:** *Academic experiences that engage, empower, and challenge every student.*
- **Bilingual & Biliterate:** *Multicultural skills that enable students to live, work, and communicate across cultures.*
- **Future Ready:** *Students explore possibilities and develop mindsets that prepare them for a changing future.*

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Instructional Program Support

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher to support and reinforce classroom objectives.
- Communicates with teachers and/or parents to assist in evaluating progress and/or implementing IEP objectives.
- Records student data as prescribed by the assigned teacher to track student progress on IEP goals, objectives, behavior plans or aversive intervention plans.
- Coordinates testing, conducts assessments, manages assessment data, and summarizes data for

Behavior Support team and teachers.

- Supports classroom teachers and other school personnel in implementation of program initiatives.
- Monitors students within a variety of school environments for the purpose of maintaining a safe and positive learning environment.
- Refers incidents including personal injuries, altercations, suspicious activities, rule violations, etc. to appropriate site personnel to ensure follow-up in accordance with administrative, site security, and student safety guidelines.
- May provide general office assistance.
- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

Student Support

- Assists students with physical needs that will require lifting (e.g. lifting from wheelchair, transporting, accompanying to the restroom, assisting in restroom, catheterization, feeding/tube feeding etc.) to ensure that students' need for hygiene and health are met.
- Provides frequent/intensive behavioral support using district training and utilizes prevention and de-escalation skills.
- Assists students, individually or in small groups, with lesson assignments for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.
- Assists students with adaptive equipment to maximize student's access to learning and achievement.
- Implements social skills instruction, behavior plans and aversive intervention plans, designed by the IEP team and under the supervision of assigned teacher, for students with behavior disorders or other special conditions to improve academics, adaptive, social and/or communication skills.
- Maintains the confidentiality of students, their program and disability information to protect students' rights.

Other functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit and supporting student learning objectives.

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

AA degree **or**

High school diploma (or equivalent) **and** 72 college credits **or**

High school diploma (or equivalent) **and** successful completion of an approved paraeducator assessment test

PREFERRED QUALIFICATIONS:

Experience providing intensive social-emotional and behavioral support to students and/or experience providing support to students who require personal care.

CONDITION OF EMPLOYMENT:

Pass a post hire, pre-employment physical assessment test

Criminal background clearance

Based on programs at position location, employee must attend PBIS and/or RTI training

First Aid and CPR certification within 90 days of hire and maintain certification

Crisis Prevention Intervention certification; annual review of CPI certification required

Paraeducator Certificate Program—After hire, must complete the Fundamental Course of Study and General Certificate pursuant to Chapter 28A.413 RCW and WAC 179. Timelines for completion vary based upon hire date.

All certificates, license, endorsements, permits, and vaccines (absent exemption) as required for this position by state and local authorities

MINIMUM QUALIFICATIONS for EARLY CHILDHOOD EDUCATION ASSISTANCE PROGRAMS:

EDUCATION AND EXPERIENCE

6 months work experience in early childhood education and High school diploma

Additional Qualifications:

Currently have one of the following four options or ability to complete Provisional Qualifications:

1. Current Child Development Associate (CDA) certificate and 72 college credits or successful completion of an approved paraeducator assessment
2. Early childhood education (ECE) certificate that meets or exceeds the CDA requirements and 72 college level credits or by successful completion of an approved paraeducator assessment test
3. Associates degree in any field plus 12 ECE credits
4. Associates degree in any field plus a CDA

Provisional Qualifications:

Complete a Professional Development Plan Form and 5 years to complete a requirement listed above.

Additional conditions of employment are required for Paraeducators in Early Childhood Education Assistance Programs and include:

Initial Health Exam completed within 30 days of hire

Food Handler's Permit obtained within 90 days of hire

Tuberculosis clearance obtained within 30 days of hire

KNOWLEDGE OF:

General education support practices in core academic subjects

Stages of child development and learning styles

Developmental and physical disabilities

Age appropriate activities

General health care and social services

Principles and practices of Paraeducation

Principles and practices of special education

Principles and practices of student safe behavior

Positive behavior intervention techniques

Simple record keeping and report preparation

Modern office equipment

Simple record keeping

School board policies and procedures

ABILITY TO:

Engage in safe lifting techniques; individual and team
Communicate effectively and clearly both verbally and in writing at all levels
Attend to detail and follow tasks through to completion
Organize activities, collect data, set priorities, and follow instructions
Problem solve; interpret guidelines, identify issues and create action plans
Remain flexible to changes in assignments or situations
Make sound decisions and resolve conflicts tactfully and diplomatically
Demonstrate understanding of and experience with cultural competence
Work independently and with minimal supervision
Work under pressure at various locations throughout the district
Operate a PC and related software
Use basic job-related equipment
Maintain strict confidentiality
Comply with district board policies and follow administrative procedures

REPORTING RELATIONSHIP: Building Principal or Designee

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will constantly stand and walk, bend neck and back, use hands for repetitive grasping and pushing/pulling. The employee is frequently required to squat, kneel, use hands for fine manipulation, knee stand and push/pull. The employee will occasionally be required to sit, climb stairs/ladder, lift and reach overhead, crawl, lift/carry. The employee must constantly lift/carry up to 10 pounds and must frequently lift/carry up to 20 pounds. The employee will occasionally lift/carry a maximum of 50 pounds. The employee is occasionally required to push/pull a maximum weight of 25 pounds and occasionally lift over the shoulder a maximum of 15 pounds. Anything over the weight limits should be done as a two-person lift or with a mechanical lift.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The employee is occasionally required to work outdoors. The noise level in the work environment is usually moderate. The employee is required to properly wear any personal protection equipment supplied by the District.

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

CLASSIFICATION HISTORY

Updated Context and Disclosures sections, 2024.05.08

JOB DESCRIPTION: Paraeducator 2

Updated with Labor Partner revisions to Essential Duties & Responsibilities, 11/2023
Created by Human Resources, 09/2023

Highline Public Schools, District #401, complies with all federal rules and regulations and does not discriminate in admission, access, treatment, or employment in education programs or hiring practices on the basis of race, creed, religion, color, national origin, age, sex, sexual orientation including gender expression or identity, marital status, honorably-discharged veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular activities. Highline Public Schools also provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries should contact: Age Discrimination Act, Americans with Disabilities Act, Affirmative Action, Civil Rights Act (employees), and Title IX: Chief Talent Officer, 206.631.3121, titleixofficer@highlineschools.org; Civil Rights Act: District Ombudsman, 206.631.3104, civilrightscordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, 504coordinator@highlineschools.org, Address: 15675 Ambaum Blvd. SW, Burien, WA 98166