

# HIGHLINE PUBLIC SCHOOLS Job Description

**JOB TITLE: PARAEDUCATOR, SPECIAL EDUCATION COMMUNITY BASED**

**GROUP: Teamsters III – Para Educator LEVEL: 16 FLSA STATUS: Non-exempt**

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

**SUMMARY:** The job of Special Education Paraeducator Community Based provides support to the instructional program, both on-campus and in community settings or home settings, for students with significant cognitive disabilities, behavioral issues and functional life skill needs; assists in implementing plans for instruction; monitors student behavior during non-classroom time; and provides information to appropriate school personnel.

**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.

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom and community objectives.
- Maintains the confidentiality of students, their program and disability information for the purpose of protecting students' rights.
- Advocates for students for the purpose of providing information gathered from observation, communication and interaction with students and job site personnel.
- Assists students with physical needs (e.g. lifting from wheelchair, transporting, toileting, catheterization, diaper changing, feeding/tube feeding, dressing, etc.) for the purpose of ensuring that students' most basic needs are met with dignity while at school or in the community or home.
- Assists students with adaptive equipment for the purpose of maximizing students' access to learning and achievement.
- Attends meetings and in-service presentations (e.g. First Aid, CPR, emergency procedures, CPI training, food handler, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff, and professional support personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher, social skills instruction, behavioral plans, and

aversive intervention plans designed by IEP team for students with behavioral issues or other special conditions for the purpose of improving academics, adaptive social and/or communication skills.

- Maintains instructional materials, files/records for the purpose of ensuring availability of items, providing written reference and meeting mandated requirements.
- Monitors students during assigned periods within a variety of school and/or community-based environments (e.g. restrooms, bus loading zones, lunchroom, parking lots, stores, public transportation, work sites, restaurants, student homes, public libraries etc.) for the purpose of maintaining a safe and positive learning environment.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, school and community daily living skills, metro training, and basic hygiene skills, etc.) for the purpose of reinforcing instructional objectives, implementing IEP plans, and ensuring students' success in school.

#### **COMMUNITY-BASED SERVICES PROGRAM**

- Paraeducators assigned to work in the Community-Based Services Program report daily to a district instructional site. These paraeducators support students with complex needs, to access instruction, including occupational skill development in community-based internships. These paraeducators are responsible to maintain a Type II driver's license as they often transport student(s) they accompany to these sites.

#### **HOME-BASED SERVICES PROGRAM**

- Paraeducators assigned to work in the Home-Based Services Program report daily to a community site (including student's home), and are assigned to a student who is home-bound due to the nature of their complex needs. These paraeducators support students to access instruction in their at-home setting.

#### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work setting 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:**

One year experience working with students with complex needs

##### **CONDITION OF EMPLOYMENT:**

Pass a post hire, pre-employment physical assessment test

Criminal background clearance

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

Crisis Prevention Intervention certification; annual renewal of CPI certification required

Valid WA State driver's license and proof of insurance

Obtain a Type II Driver's License

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

**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.

**KNOWLEDGE OF:**

- Principles and practices of teaching and learning
- Principles and practices of Special Education services
- Principles and practices of student safe behavior
- Safe lifting techniques; individual and team
- Positive behavior intervention techniques
- Assigned subject areas such as functional reading, written language, and math
- Developmental and physical disabilities
- Modern office equipment
- Microcomputers and related software
- Simple record keeping
- Knowledge of adult agencies and social services
- School board policies and procedures

**ABILITY TO:**

- Adapt to changing work priorities
- Assist in the instruction of special education
- Communicate effectively verbally and in writing with diverse groups
- Maintain effective working relationships with administrators, staff, students, parents and community members
- Work as part of a team
- Remain calm in tense situations
- Work with frequent interruptions
- Work with students exhibiting aggressive and/or non-compliant behaviors
- Operate a PC and related software
- Attend to the physical and hygiene needs of special education students
- Provide instructional assistance
- Monitor student behavior
- Accurately maintain records and prepare worksite reports
- Maintain confidentiality
- Comply with school board policies and follow administrative procedures

**REPORTING RELATIONSHIP:** Principal, Central Office Director, 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 bend neck and back, use hands for repetitive grasping and pushing/pulling. The employee is frequently required to stand/walk, squat, kneel, stand and 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 lbs. The employee is occasionally required to push/pull a maximum of weight of 10 pounds. Anything over the weight limits should be done as a two-person lift or with a mechanical lift. Employee will need to be able to move quickly and intervene in situations which pose safety issues for students or staff.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an 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 and outdoor conditions and regularly works near video display. 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 DESCRIPTION: PARAEDUCATOR, SPECIAL EDUCATION COMMUNITY BASED

*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 by Human Resources to include home-based settings, 2024.07.11  
Updated Context and Disclosures sections, 2024.05.08  
Revised the Condition of Employment section, 2021.12.01  
Updated by Human Resource; reclassified from level 13 to level 16 effective 9/1/2021, 2021.07.14  
Revised Context and Mission statement, 2019.11.14  
Updated to add EEOC statement, 2017.03.07  
Updated Superintendent's statement, 2014.10.14  
Revised education requirement language per suggestion of union business representative and agreement of district, 2014.02.03  
Transferred to newest format by Human Resources, 2014.01.24  
Updated by Human Resources, 2013/09  
Updated pay level per negotiated contract language, 2013/06  
Revised by Human Resources with suggested changes from Special Services Department, 2013/05  
Revised by Human Resources, 08/2012  
Revised by Human Resources, 04/2009  
Nash & Company, Para Educator – Special Education, 09/2004  
Revised by Human Resources, changed from Special Education Paraprofessional to Special Education Para-Educator, 12/1995  
Revised by E.A. Walsh and Company, 06/1991  
Job Description prepared by E.A. Walsh and Company, 04/1989  
Created by Human Resources, 2013.12.06

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](mailto:titleixofficer@highlineschools.org); Civil Rights Act: District Ombudsman, 206.631.3104, [civilrightscoordinator@highlineschools.org](mailto:civilrightscoordinator@highlineschools.org); Section 504 of the Rehabilitation Act- Director of Social Services, 206.631.3250, [504coordinator@highlineschools.org](mailto:504coordinator@highlineschools.org), Address: 15675 Ambaum Blvd. SW, Burien, WA 98166