

HIGHLINE Job Description

PUBLIC SCHOOLS

JOB TITLE: PARAEDUCATOR

GROUP: Teamsters III - Paraeducator LEVEL: 11 FLSA STATUS: Non-exempt

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

SUMMARY: The job of paraeducator is done for the purpose of providing support to the instructional program within an assigned classroom with specific responsibility for working with individual and/or small groups of students; monitoring students in the classroom, playground, lunchroom, crossing streets, during loading/unloading buses, etc. and providing clerical support to teachers and staff.

CONTEXT AND MISSION: Highline Public Schools serves approximately 19,000 students in the communities of Burien, Des Moines, Normandy Park, SeaTac, and White Center in Washington State. In 2013, parents, students, community members, and staff at all levels of the district came together to develop a **strategic plan** that reflects our goals and dreams for our students. The plan was updated in 2018 to guide our work through 2023. The plan's promise is that *every student in Highline Public Schools is known by name, strength, and need, and graduates prepared for the future they choose.*

The strategic plan is centered on Our Promise. It includes five big goals for Highline students, supported by Our Foundation.

- **Equity.** *We will disrupt institutional biases and end inequitable practices so all students have an equal chance at success.*
- **Instruction.** *We will reduce achievement and opportunity gaps by using culturally responsive, inclusive, standards-based instruction.*
- **Relationships.** *We will know our students by name, strength and need and have open, two-way communication with students, families and community partners.*
- **Support.** *We will increase student success by supporting their social-emotional and academic needs.*

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 objectives.
- Administers classroom assignments, tests, homework assignments, make-up work for the purpose of supporting teachers in the instructional process.
- Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, provide writing assistance, reinforce lessons, facilitate activities, computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts, and assisting student in reaching academic goals and grade level standards.
- Communicate with teachers and/or parents for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements, under the supervision of the assigned teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.
- Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items, providing written reference, providing a safe learning environment, and/or meeting mandated requirements.

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- Monitors student behavior during and between assigned periods (e.g. restrooms, playgrounds, hallways, library, cafeteria, etc.) for the purpose of ensuring student compliance with established guidelines, maintaining a safe and positive learning environment, and secure facility.
- Monitors individual and/or groups of students in a variety of settings (e.g. classroom, playground, field trips, library, lunchroom, during bus loading/unloading, etc.) for the purpose of a safe and positive learning environment.
- Refers incidents including personal injuries, altercations, suspicious activities, rule violations, etc. to appropriate site personnel for the purpose of ensuring follow-up in accordance with administrative, site security, and student safety guidelines.
- Coordinate testing, conduct assessments, manage assessment data, and summarize data for Behavior Support team and teachers.
- Responds to a variety of situations (e.g. accidents, health, injuries, vandalism, suspicious activities, etc.) for the purpose of taking the appropriate action to resolve immediate safety and/or security concerns.
- Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of curriculum and teaching methodologies.
- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.

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 with students who demonstrate challenging behaviors

CONDITION OF EMPLOYMENT:

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

KNOWLEDGE OF:

Positive behavior interventions such as Check, Connect, & Expect

Basic math

Writing skills including grammar and punctuation

Stages of child development and learning styles

Age appropriate activities

School board policies and procedures

ABILITY TO:

Communicate effectively and clearly both verbally and in writing at all levels

Operate a microcomputer and related software

Establish and maintain effective working relationships with staff, students and general public

Demonstrate understanding of and experience with cultural competence

Remain flexible to changes in assignments or situations

Organize activities, collect data, set priorities, and follow instructions

Work cooperatively with staff, students and parents in a school environment

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Make sound decisions and resolve staff conflicts tactfully and diplomatically
Use basic job-related equipment
Problem solve; interpret guidelines, identify issues and create action plans
Attend to detail and follow tasks through to completion
Work under pressure at various locations throughout the district
Work independently and with minimal supervision
Maintain strict confidentiality
Comply with district board policies and follow administrative procedures

REPORTING RELATIONSHIP: Reports to the Building Principal or designee

EVALUATION: The paraeducator will be evaluated by the principal or designee based on performance of duties and responsibilities.

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, squat and kneel. The employee is frequently required to stand/walk, sit, use hands for fine manipulation, and pushing/pulling. The employee will occasionally be required to climb stairs, lift and/or reach overhead, knee stand, and lift/carry and push/pull. 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 35 pounds and occasionally lift over the shoulder a maximum of 15 pounds. The employee is occasionally required to push/pull a maximum weight of 25 pounds.

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 conditions. The employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate. The employee is exposed to infectious diseases carried by children. While performing crossing guard duties, employee will be exposed to moving vehicles.

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 Mission Statement, 2019.09.25
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
Revised to make changes agreed upon at meeting on Dec. 9, 2013 between district and union, 2013.12.09
Transferred job description to new format, 2013.12.06
Revised by Human Resources to include district introduction, 2013.09.24
Updated physical demands per instructions from J. Hodson, 2013/07
Updated Physical Demands and Work Environment per job analysis, 2013/04
Updated by Human Resources, 06/2011
Nash & Company, Para Educator, 09/2004
Previously – Instructional Para-Educator
Revised by Human Resources to change the job title from Instructional Paraprofessional to Instructional Para-Educator, 12/1995
Revised by Personnel, 02/1992
Revised by E.A. Walsh and Company, 06/1991
Job Description prepared by E.A. Walsh and Company, 04/1989

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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. *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: Executive Director of Student Support and Family Engagement, 206.631.3100, 206.631.3100, civilrightscoordinator@highlineschools.org; Section 504 of the Rehabilitation Act- Director of Health and Social Services, 206.631.3011, 504coordinator@highlineschools.org