

PARAEDUCATOR II - BEHAVIOR TEAM SUPPORT

Classification: Instructional

Location: Assigned Department

Reports to: District Administrator

FLSA Status: Non-Exempt

This position description serves as a standard for roles with similar duties, responsibilities, classification and compensation. Individuals assigned to this position may not perform all of the essential functions outlined in this description.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job evolve.

Part I: Position Summary:

The Behavior Team Support Paraeducator provides specialized instructional, support, behavioral intervention, and training assistance to support Special Education teachers, Behavior Coaches and other paraeducators. This position focuses on supporting students with severe behavioral communication, and intellectual needs that typically cannot be accommodated within general education settings without individualized support. The incumbent may also be assigned to one-on-one student support situations when students present significant behavior, regulation and communication challenges.

Part II: Supervision and Controls over the Work:

Behavior Team paraeducators work under the direction of a District Administrator while supporting students with severe behavioral, communication, and/or intellectual disabilities. This professional works collaboratively with building staff to assist in assessing student needs and provide immediate specialized support. Model evidence-based interventions for building staff. Train staff on the implementation of support strategies and facilitate the transition to support responsibilities to building staff.

Behavior Team paraeducators receive advanced training in behavior management techniques, de-escalation strategies, and intervention strategies. They maintain comprehensive knowledge of schools, district and state policies as well as federal requirements under IDEA and Section 504.

Part III: Major Duties and Responsibilities:

1. Assists teachers and specialists in assessment, curriculum implementation, and behavior support planning.
2. Model and train staff on academic and behavioral interventions based on specialized training.

3. Provides coaching under the direction of a Behavior Specialist on disability awareness and trauma-informed approaches according to Mandt principles.
4. Train building staff on behavior management techniques, de-escalation skills, and Madnt-approved escorts.
5. Transfer knowledge and skills to building-based personnel to ensure continuity of student support.
6. Implement behavior support plans while training staff on proper execution and documentation.
7. Support development of student social and life skills in various educational contexts.
8. May be assigned to various locations throughout the school year for changes in one-on-one support of students.
9. Provides complex assistance with toileting, feeding, mobility, and personal hygiene for students requiring such support.
10. Teach independent living skills such as cooking, laundry, general personal hygiene and cleanliness.
11. Implement and train others on individualized behavioral, physical and occupational therapy plans.
12. Apply approved de-escalation and intervention techniques for students at risk of harming themselves or others.
13. Provides instructional support in various group settings, and one-on-one situations.
14. Document student behavior and progress to support educational planning.
15. Escort students between activities and locations as needed, including potential bus supervision.
16. Oversees student safety during various school activities and transitions.
17. Maintain strict student confidentiality in all communications with students, parents and staff.
18. Prepare instructional materials and maintain appropriate documentation.
19. Adapt to changing student needs and assignments throughout the school year.

Perform other duties as assigned.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Successful completion of an Associate's Degree, or two years of post-high school education. The education requirement may be substituted at the sole discretion of the District by successfully passing the Paraprofessional assessment.
- Able to be certified or to become certified in first aid, CPR, and/or operation of defibrillators.
- Able to participate in advance training for instructional and behavior intervention methodologies.
- Able to be trained in specialized physical management and intervention systems.
- Possess strong interpersonal skills with demonstrated ability to work collaboratively
- Capacity to maintain composure in environments with frequent interruptions and changing priorities.
- Able to assist and support students experiencing emotional difficulties.
- Able to follow written and verbal directions while demonstrating appropriate initiative.
- Knowledge of classroom management and student discipline procedures.
- Possess effective and accurate command of the English language.
- Able to organize and ability to prioritize tasks efficiently.
- Able to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
- Ability to communicate effectively verbally and in writing.
- Skill in the use of office and computer equipment and use of standard office software and student information system software.

Part V: Desired Qualifications:

- Bachelor Degree in an appropriate and related field of study.
- Two years of experience that demonstrates the ability to work successfully with children in an educational setting.
- Bilingual and bicultural skills.
- Knowledge of or willingness to receive advance training regarding Down syndrome, Autism, multiple disabilities, mental health disorders, ADHD, and other areas of special education.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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.

- The employee must lift and/or move 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.
- While performing the duties of this job, the employee is frequently required to sit, walk long distances, talk, lift, carry, move about, hear and speak.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.
- The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels.
- The employee may be exposed to aggressive student behaviors including biting, hitting, kicking, and throwing of objects, and may be required to intervene with physical or behavioral intervention strategies. May be required to wear and utilize safety equipment designed to minimize the risk of injury to the employee and to the student.
- The employee may be exposed to bodily fluids and waste while performing duties.
- The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.
- May required use of specialized Safety equipment to minimize risk of injury.