



SPECIAL EDUCATION PARAEDUCATOR

DESCRIPTION

This is a 6.5 hour **continuing position** in Hamilton's Special Education R2 classroom, which is home to kindergarteners and 1st graders. Students in this class receive focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes 1:1 student assistance, whole group instruction and activities, small group instruction and independent and "hands-on" learning. The students in this Developmental Class enjoy lunch and recess with their fellow friends and participate in all grade-level activities such as music, art, and motor skills development throughout the year. Applicants should have experience working with developmental primary-aged students in the following areas (this list is not all inclusive): Assisting with teacher-planned instruction, communication and social support, supervising students (in-building and at recess), behavioral support, supporting individual student needs and personal care (such as toileting).

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES

1. Under the direction of the teacher, adapts and assists with classroom activities, assignments and/or materials for the purpose of providing an opportunity for all students to participate in classroom activities.
2. Under the direction of the teacher, administers tests; maintains test, assessment, and behavioral data; maintains and updates student records, class lists, attendance and other data; files and retrieves documents and data.
3. Collects and prepares a variety of materials and assignments (e.g. tests, homework, grades papers, folders, etc.) for the purpose of assisting teacher in evaluating students' progress and/or organizing the individual needs of the student.
4. Corrects student worksheets, tests, and assignments.
5. Assists teachers in the daily management, organization, monitoring and safety of students.
6. Administers first aid and medical assistance as required for the purpose of providing appropriate care for children.
7. Assists students requiring significant emotional/behavioral/social support, including the implementation of individualized behavior plans, aversive therapy plans, and data collection to support functional behavioral assessments.
8. Monitors and implements behavioral plans for students with behavior disorders or other conditions for the purpose of assisting in meeting special education students needs, protecting the safety of the child and others, and providing a consistent environment.
9. Instructs students in a variety of activities in individual and group settings (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives; implements plans for remediation of students' deficiencies in accordance with students' individual education program goals and/or ensuring students success in school.
10. With proper training (CPI), uses appropriate holds and escorts in order to assist students posing significant harm to self or others.
11. Monitors and supervises students within a variety of school environments (e.g. rest rooms, playgrounds, hallways, locker rooms, lunchrooms, study and detention rooms, bus loading zones, cafeteria, parking lots, field trips, etc.).
12. May be required to work outdoors for the purpose of aiding students and providing a safe and positive learning environment.
13. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

KNOWLEDGE, SKILLS & ABILITIES (Continued)

- Skills in completing assigned tasks.
- Ability to establish and maintain effective working relationships in a team environment with a variety of staff, students and the public in a multi-cultural environment.
- Ability to communicate effectively with students, staff and parents using tact, courtesy, and good judgment.
- Ability to work with a high degree of accuracy and attention to detail to meet deadlines in an atmosphere with frequent interruptions.
- Ability to understand and follow written and oral instructions, policies, and procedures.
- Ability to operate standard office equipment, computers, and adaptive devices.
- Ability to maintain confidentiality.
- Ability to work outdoors in inclement weather.
- Responding to stressful situations appropriately.
- Attendance and punctuality are essential functions of the position.
- All positions are on site and in person only.

WORKING CONDITIONS

Physical hazard exists when a paraeducator has interaction with disabled students who may be prone to violent or aggressive behavior and with students who have been diagnosed with communicable diseases, such as hepatitis, herpes simplex virus, acquired immune deficiency, or cytomegalovirus.

Exceptional physical effort is required when a paraeducator is required to utilize CPI holds and escorts to assist student posing significant harm to self or others.

Disagreeable working conditions exist when a paraeducator must manage on a frequent basis seizures, vomiting, choking, toileting, feeding, spasms, spitting and other student behaviors.

PHYSICAL REQUIREMENTS

- Ability to stand or sit for prolonged periods.
- Ability to lift and reposition students.

EDUCATION AND EXPERIENCE

- High school diploma or equivalent and
- Completed at least two years of study at an institution of higher education (72 quarter credits or 48 semester credits); or
- Obtained an Associate's (or higher) degree; or
- Successfully passed the ParaPro Assessment developed by the Educational Testing Service.

Wages - \$23.10 - \$30.09 DOE

Benefits - Medical, Retirement, Basic Life/AD&D, Basic Long-Term Disability, FSA & HSA. Any employee anticipated to work at least 630 hours in the school year is eligible for benefits.

To apply, visit our website at: <https://portangelesschools.org/about/employment>. Only complete applications will be considered. If needing assistance, call HR at (360) 565-3729.

PASD Non-Discrimination Statement

Port Angeles School District is an Equal Opportunity Employer

Port Angeles School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or Identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinators, Civil Rights Compliance Coordinators: Scott Harker, 905 W 9th St. Port Angeles, WA 96363, (360) 457-8575, sharker@portangelesschools.org, for Section 504/ADA Coordinator Rhonda Kromm, 905 W 9th St. Port Angeles, WA 98363, (360) 457-8575, rkromm@portangelesschools.org.

The Port Angeles School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact the Deputy Associate Superintendent located at 905 W 9th St, Port Angeles, WA 98363, 360-457-8575.