

Job Title: Para Educator B: Behavior Program
Classification: Educational Support
Reports To: Building or Department Administrator

General Description: Under the direction of the Building Administrator and Special Education Teacher, is responsible for supporting the educational process. This position may include, but not be limited to, the following performance responsibilities, qualifications, knowledge, skills and abilities.

Performance Responsibilities/Essential Functions:

1. Supports instruction to behaviorally challenged students.
2. Provides playground assistance as necessary and/or assists with classroom transitions and lunch times.
3. Implements the behavior plans for students under the direction of the teacher or principal.
4. Assists with preparation, instructional and classroom materials.
5. Assists with socialization of students in all school settings.
6. Assists with personal hygiene as needed.
7. Utilizes de-escalation skills and may need to employ restraint or isolation.
8. Assists in maintenance and record keeping of daily student data.
9. Assists with getting students to and from busses.
10. Participates in new learning as determined by the district/building.
11. Performs other duties as assigned.

Qualifications:

Education and Experience:

1. High school diploma or equivalent.
2. Minimally, must meet Every Student Succeeds Act (ESSA) standards of:
 - a. AA Degree or higher, or
 - b. 72 quarter hours or 48 college semester credits of 100 or higher, or
 - c. Pass the Para-Pro Assessment via Educational Testing Services (ETS).
3. Must meet the Fundamental Course of Study (FCS) requirements, provided at time of hire.
4. Blood Borne Pathogen Training, provided at time of hire.
5. First Aid/CPR with AED certificate.
6. Mandatory De-escalation Training every two years.

Knowledge, Skills, and Abilities:

1. Knowledge of a special education classroom including techniques for working with behaviorally challenged students.
2. Knowledge and application of safety procedures related to performance responsibilities.
3. Skills in general classroom procedures.
4. Skills in organization, time management, flexibility and multitasking.
5. Skills in verbal and written communication.

6. Ability to lift up to 150 pounds with assistance and/or use of a lift.
7. Ability to maintain strict confidentiality of student information at all times, including on site, interdepartmentally, between buildings, and within the community.
8. Ability to take direction in a professional manner and follow through.
9. Ability to exercise sensitivity in dealing with individuals of diverse socio-economic backgrounds, cognitive and physical abilities as well as with individuals of diverse cultural and ethnic backgrounds.
10. Ability to maintain good working relations with co-workers, staff, students and community members.
11. Ability to follow SSD policies, procedures and protocols.
12. Ability to maintain a consistent presence at assigned work location and fulfill assigned hours.
13. Ability to provide a positive and service-oriented attitude to any and all staff, parent and community member.

Working Environment & Physical Requirements:

In terms of an 8-hour day, "Seldom" = 1-33%, "Occasionally" = 34-66%, "Frequently" = 67-100%
Seldom: sit/stand, carry up to 10lbs., push/pull, twist, bend, squat/crouch, perform repetitive arm/hand motion including fingering/pinching/gripping/keyboarding; Seldom/Occasionally: stoop, climb stairs, walk on uneven ground, reach above shoulder height; Occasionally/Frequently: lift up to 10 lbs., handle/grasp. Generally, the job requires 60-70% walking; 20-30% sitting and 10-20% standing.

The statements above are intended to describe the general nature of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities and qualifications of personnel so classified.

Approved by: _____
Darryl Pernat, Executive Director of Human Services Date

Reviewed by: _____
Jami Cross, PSE President Date