

JOB TITLE: INSTRUCTIONAL PARAEDUCATOR

JOB SUMMARY: The Instructional Paraeducator assists one or more certificated teachers, other staff members or the building principal with instructional and noninstructional activities for students. Responsibilities vary with assignment, but typically include tutoring students, instructing students individually or in small groups, assisting with school and classroom management, maintaining student records, preparing classroom materials, correcting student assignments, and duplicating materials.

MINIMUM QUALIFICATIONS: The Instructional Paraeducator must possess a high school diploma or a recognized equivalent and one or more of the following: (*official documents will be required upon hire*)

- Associate Degree or higher from an accredited college or university **OR**
- Have earned 72 quarter credits or 48-semester credits at the 100 level or higher at an accredited college or university **OR**
- Have received a score of 455 or higher on the Educational Testing Service (ETS) Parapro Assessment **OR**
- Have completed an apprenticeship as a paraeducator in a program registered with the Washington State Apprenticeship and Training Council
- Upon hire, complete State required paraeducator training as identified by the Professional Educators Standards Board.

ESSENTIAL FUNCTIONS: (regular--consistent--frequent)

- Tutor students individually or in small groups.
- Instruct students in specific subjects or units under the teacher's direction. You may locate, develop or modify materials to meet student needs.
- Work with selected students in-class or pulled-out as needs dictate.
- Assist teacher with enrichment activities and special projects.
- Assist teacher with paperwork and record keeping.
- Gather supplies for lessons and projects.
- Monitor student behavior and assist teachers with classroom management.
- Administer tests, correct, score, and record.
- Type, duplicate, collate and/or distribute classroom materials. Use appropriate equipment such as a copier, laminator, binder, computer, etc.
- Perform monitoring duties as assigned, such as supervising students on the playground or during meal periods, overseeing student boarding of buses, supervising a time-out or intervention room, supervising hallways during passing periods, etc.
- Provide general office assistance when necessary.
- Attend job-specific training and/or meetings as determined by the supervisor.

WORKING ENVIRONMENT/PHYSICAL DEMANDS: Daily work is generally performed in an indoor school environment with noise and activity levels associated with school-age children. Some outdoor work may be required (i.e., bus unloading/loading supervision) with associated mild-to-moderate and/or inclement weather conditions. The employee will be exposed to frequent interruptions, moderate to loud noises associated with students, bells, and alarms. The employee is at risk of exposure to illness and/or injuries: injury from equipment and/or environment; normal levels of office dust and/or chemicals; a computer display terminal; office machines and their associated chemicals. The usual and customary methods of performing the essential and other functions of the position require the following physical demands: sit, walk, and stand for prolonged periods; hear and speak to exchange information; regularly reach, stoop, squat, kneel, crouch, bend; use fine

motor skills and finger dexterity for keyboarding and/or hand entry of data; some pushing/pulling, running, kneeling, bending, twisting; occasional crawling, climbing. Object lifting/carrying: light (up to 10 lbs) frequently; moderate (up to 50 lbs) occasionally; heavy (over 50 lbs) infrequently with assistance as needed.

KNOWLEDGE, SKILLS, AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include concepts of grammar and punctuation; stages of child development and learning styles; and age-appropriate activities.

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include operating standard office equipment using pertinent software applications; preparing and maintaining accurate records.

ABILITY is required to schedule activities and/or meetings; collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with specific, job-related data; and utilize specific, job-related equipment. Problem-solving is required to identify issues and create action plans. Problem-solving with data requires following prescribed guidelines, and problem-solving with equipment is limited. Specific Ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; working with frequent interruptions; communicating with diverse groups; maintaining confidentiality; setting priorities; and working as part of a team.

WORK RELATIONSHIPS: Reports to a direct supervisor or building principal. Maintain collaborative relationships with staff, students, and parents.

UNION AFFILIATION: Public School Employees of Washington (PSE)

FLSA: Non-Exempt

This job description, revised 9/2025 is intended to describe the essential functions of the position, the level of knowledge, skills, and abilities typically required, and the scope of responsibility, however, it should not be considered an all-inclusive list of work requirements. Individuals may perform other related duties as assigned, including work in other functional areas, to cover absences or relieve, equalize work periods, or otherwise balance the workload within the location/district. Changes to the position description may be made at the employer's discretion. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Employment with White River School District is on a conditional basis pending: an approved criminal background clearance through OSPI, which includes checks through the Washington State Patrol and Federal Bureau of Investigation; and completion of an Employment Eligibility Verification form (USCIS Form I-9) presenting proof of identity and employment authorization status.

The White River School District does not discriminate in any programs or activities based on 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. It provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823, Section 504/ADA Coordinator, Molly Lutz, mlutz@whiteriver.wednet.edu, (360) 829-3959, and Civil Right Compliance Coordinator Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823. White River School District, P.O. Box 2050, Buckley, WA 98321.

I have read and understand and have received a copy of this job description. My signature acknowledges that I can perform this position's essential and other functions with or without reasonable accommodations.

Employee Printed Name: _____

Employee Signature: _____ Date: _____