



JOB TITLE: SPECIALIZED PARAEDUCATOR

JOB SUMMARY: The Specialized Paraeducator assists one or more certificated teachers, other staff members, or the building principal with instructional and non-instructional activities for special education students. Responsibilities vary with assignment, but typically include tutoring students, instructing students individually or in small groups, monitoring and modeling behavior, maintaining student records, preparing classroom materials, correcting student assignments, and duplicating materials. Paraeducators who are assigned to developmentally delayed classrooms will have additional duties as described.

MINIMUM QUALIFICATIONS: The Specialized 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
- First Aid and Hands on CPR Certification must be maintained without interruption during term of employment.
- Upon hire, complete State required paraeducator training as identified by the Professional Educators Standards Board.
- Employee must complete District prescribed de-escalation training at the earliest availability from date of hire and continue to keep certification up to date throughout employment.

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

- Maintain confidentiality of all students regarding their disabilities, school program, instructional status, emotional status, behavioral status, progress, plans, and placements.
- Implement and support instructional/behavioral programs planned by teachers.
- Assist with the preparation of instructional materials or tasks.
- Provide instruction to groups of students or on a one-to-one basis.
- Collect and record data on student performance.
- Provide or assist with one or two-person lifts of 45 pounds or more as needed for lifting or transferring students who are not independent.
- Supervise student transitions to and from classrooms, the bus, lunch, breakfast, recess, fire drills, other school activities, the community, or work sites as appropriate.
- Care and maintain specialized equipment used with the students in the classroom by the therapist or speech and language pathologist.
- Implement and support activities with the student as directed by the physical therapist, occupational therapist, or speech and language pathologist.
- Care and/or train students with toileting, hygiene, health care, or feeding activities.
- Provide primary care activities which may include lifting, feeding, diapering/toileting, dressing, and special medical-related activities to include, but not limited to, catheterization.
- Perform tube feeding and/or other medical-related activities. Training for these procedures will be provided/supervised by the school nurse.
- Collaborate with the teacher to adapt classroom assignments so that the student may participate in classroom activities as fully as possible.

- Follow and implement behavior plans which may include assisting with time-outs and physical restraint.
- Use basic technologies, including audio/visual equipment, computers, software, etc.
- Assist supervising teacher in administering the transition program to provide work experience and internships for students.
- Possess knowledge of and adhere to Governing Policies and District Regulations and Procedures.
- Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.
- Attend workshops, classes, conferences, meetings, and/or other training as directed by the supervisor for meeting requirements, enhancing knowledge, safety and security, collaborating with colleagues, etc.

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, percent, 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 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 STATUS: 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 to relieve, to equalize work periods, or otherwise balance the workload within the location/district. Changes to the position description may be made at the discretion of the employer. 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 complies with all federal and state laws, rules and regulations and does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, 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 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 am capable of performing the essential and other functions of this position with or without reasonable accommodations.

Employee Printed Name: _____

Employee Signature: _____ Date: _____