

Job Title: Paraprofessional 3
Reports to: Building Principal and Special Education Department
Work Schedule: Hours to be determined, 183 days per year
Salary: Per Service Employees International Union Local 925 10-Month Employee negotiated salary schedule

Position Summary:

This position is responsible for providing assistance to students under the supervision of certificated staff in Behavior Intervention Programs and other learning environments where behavior program-placed students are integrated.

Minimum Qualifications:

- High School Diploma or equivalent
- Every Student Succeeds Act requirements (**official** college transcript with evidence of 72.0 college-level quarter credit hour **OR official** college transcript with evidence of Associate's or higher degree **OR Official 4-Page** Parapro Score Report with score of 461 or higher
- Completion of fourteen (14) hours of Fundamental Course of Study training during the 2019-2020 school year
- Completion of an additional 70 hours of professional development, within three years, to obtain the General Paraeducator Certificate
- Ability to stoop, crouch, crawl, bend, kneel, and stand for long periods of time
- Position could require diapering, toileting, and feeding of special needs students
- Ability to assist in student de-escalation and physical intervention when needed
- Ability and willingness to work with students who bite, kick, hit, and can be verbally aggressive
- Ability to lift objects weighing up to 40 pounds and assist with Emergency Response Protocols regarding student restraint
- Course verification of basic behavioral knowledge regarding Applied Behavioral Analysis and Behavior Intervention Plans (e.g. ESD 171 offerings, The Evergreen State College E-learning site, or other recognized agency/institution approved by Special Education Department)
- Knowledge and course verification of student de-escalation and safe methods of physical intervention during crises (e.g. CPI, Life Space Crisis Intervention, or other recognized agency/institution approved by Special Education Department)
- 1st Aid & Adult/Child CPR training (completed within 30 days from date of hire and to be maintained for the duration of this job)
- Right Response training to be maintained for the duration of this job (completed within 30 days from date of hire and to be maintained for the duration of this job)
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required training thirty (30) calendar days from hire date

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Assist Behavior Program students in one-to-one, small group, and integrated settings in all instructional areas including academics, socialization, adaptive behavior, and behavioral growth.
- Assist students in dealing with conflict, expressing themselves in appropriate ways, and improving their behavior with an emphasis on successful reintegration.
- Assist teachers in the preparation and delivery of materials specific to student's individual learning needs.
- Assist students with gross and fine motor strengthening programs and activities
- Assist students with any areas of speech/language affecting successful communication
- Assist in recreational, playground, and/or physical education activities
- Coordinate activities and meet with teacher(s) on a regular basis

- Administer tests and evaluate student progress in topical areas and grade assignments and tests as directed
- Assist teacher(s) in the maintenance of student records and grades
- Supervise students and enforce assigned area rules
- Supervise and correct students as necessary to maintain a safe environment, with a focus on Positive Behavioral Intervention and Supports
- Supervise and oversee student activities and safety in assigned areas
- May answer phones, maintain records, collect and distribute materials, inventory, and order and process materials
- May escort students to and from locations
- Collect and maintain data logs regarding student's learning goals
- Use computers and related technologies as needed by the program goals
- Attend meeting or trainings as required, with emphasis on behavioral intervention and student de-escalation
- Maintain consistent presence at assigned worksite and regular work hours
- Professionally interact with students, staff, and public
- Comply with all district policies and procedures
- Perform related duties as assigned
- Ability to assist in the carrying out of Emergency Response Protocols, Behavior Intervention Plans, and during safety incidents requiring reasonable force

Desired Skills:

- Ability to organize and oversee activities
- Ability to be fair, consistent, and respectful at all times when working with children
- Ability to be consistent, calm, and positive during all student interactions, which may include during times of verbal and physical escalations
- Ability to deal with students in a warm and confident manner
- Ability to remain flexible to changes in assignments or situations
- Ability to complete assigned tasks in a timely manner
- Ability to follow written and oral instructions
- Ability to establish and maintain effective working relationships with a variety of staff, students, and the public in a multi-cultural environment
- Ability to use necessary equipment, machinery, and tools
- Knowledge of basic academic subject areas, such as spelling, writing, reading, and math
- Knowledge of safety rules, regulations, and procedures
- Basic knowledge of applied behavioral analysis, including how antecedents and consequences affect student behavior
- Knowledge of learning and instructional styles appropriate to assigned grade levels and individual students
- Knowledge of child development concepts, developmentally appropriate curriculum and individualized learning processes for children, indicators of child abuse and neglect, and factors affecting low-income families
- Course verification of basic behavioral knowledge regarding Applied Behavioral Analysis and Behavior Intervention Plans (e.g. ESD 171 offerings, The Evergreen State College E-learning site, or other recognized agency/institution approved by Special Education Department)
- Knowledge and course verification of student de-escalation and safe methods of physical intervention during crises (e.g. CPI, Life Space Crisis Intervention, or other recognized agency/institution approved by Special Education Department)
- Skills in written and oral communications
- Skills in handling confidential matters
- Skills in operating a PC (personal computer) utilizing district adopted software
- Skills in learning and interpreting assignments, procedures, rules, and regulations
- Skills in encouraging and tutoring students
- Skills in communication in two languages (English, Spanish, etc.) if applicable

Work Environment:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. The employee is confined to a work area; required to have precise control of fingers and hand movements; experiences constant interruptions and inflexible deadlines; and must be able to stoop, crouch, crawl, bend, kneel, stand for periods of time, and lift in order to assist a student with personal care/safety. In addition, this position emphasizes work with students who have been recommended by

a team to be serviced by a Behavior Intervention Program (BIP). These programs focus heavily on appropriate behavioral responses to stress, positive socializations, and appropriate interactions with others students. This includes behavioral intervention plans, behavior goals, behavioral modeling, exposure to verbal/physical escalations, and the potential for serious verbal/physical incidents. The employee is required to deal with distraught and/or angry persons and is exposed to infectious diseases carried by children. The noise level in the work environment varies but can be loud during verbal escalations by students.

Evaluation:

The position is a district-wide position dependent on the needs of each Behavioral Intervention Program and shall be evaluated periodically by the Building Principal/Executive Director of Special Education and/or assigns pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.

Classification History:

Job description developed August 2016.

Job description revised October 2016.

Job description revised September 2018.

Job description revised August 2019.