



For our children, our community, our world, our future

Cheney Public Schools
 12414 S Andrus Road
 Cheney, WA 99004
 (509) 559-4599

CLASSIFICATION:	Paraeducator	LOCATION:	School Buildings
REPORTING RELATIONSHIPS:	Position is supervised and evaluated by the building principal or department director. Position takes direction from classroom teacher and building principal and/or department director.	COMPENSATION:	Placement on the PSEC Salary Schedule** **Position may be entitled to additional funds for provision of special hygiene functions as defined in Section 20.5 of PSEC Collective Bargaining Agreement.
REPRESENTATION:	Public School Employees of Cheney (PSEC) a local chapter of Public School Employees Union (PSE) SEIU Local 1948		

POSITION: Instructional Paraeducator, Self-Contained*

* Assignment may include: Bus Supervision (a.m./p.m.), General Classroom, IEP Support, Library, Locker Room Supervision, Lunch/Recess Supervision, Office Support, PE, Resource Room

GENERAL DESCRIPTION

Paraeducators are integral to the success of students placed in self-contained settings. Self-Contained Instructional Paraeducators support a student’s activities of daily living as well as instructional support/supervision. Collaboration and independence are equally important in this setting due to the significance of student need and the type of support needed. Paraeducators in a self-contained setting frequently support occupational and physical therapy goals under the direction of the OT/PT. Likewise, supporting language via assistive technology may be included in a self-contained instructional paraeducator’s daily tasks.

DUTIES AND RESPONSIBILITIES

An instructional paraeducator may perform all or some of the responsibilities defined below:

- Support implementation of teacher designed instructional activities and classroom routines
- Conduct teacher/therapist-designed instructional experiences
- Work with individual and small groups of students
- Supervise, model, and teach expected behaviors across educational settings, including classrooms, lunchroom, playground, hallways, etc.
- Implement individual and school wide behavior support plans and positive interventions
- Implement district-adopted de-escalation and restraint strategies
- Foster social and language development through play activities and active engagement with children
- Promote students’ best interests through positive role modeling and student advocacy
- Administer assessment materials as trained or delegated
- Assist in preparation of instructional materials and perform clerical duties associated with general instruction program
- Consistently and respectfully respond to student needs while maintaining confidentiality
- May administer medications pursuant to Board policy and pursuant to state and federal law
- Assist with care and hygiene needs, as required
- Monitor highly structured environments
- Perform first aid
- Implement teacher-directed programs with students on a one-to-one and/or small group basis in special education classroom as well as during general education inclusion time.
- Lead or support de-escalation/restraint procedures.
- Assist student(s) with diet, feeding, personal care, hygiene, movement, and mobility needs.
- Assist with learning tasks/activities appropriate to students with moderate to significant disabilities and aligned to IEP goals, under direction of special education teacher.

POTENTIAL ADDITIONS

- Transport students as necessary
- Provide transportation support as necessary. When transportation support is required:
 - a. Supervise student behavior on the bus to ensure safe travel for all students and passengers
 - b. Assist students with mobility restrictions on and off the bus
 - c. Assist in loading and unloading of wheelchair bound students

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- d. Assist in properly securing wheelchairs
- e. Work together with the driver on issues such as safety and comfort on the bus and working with the driver to ensure students are transported safely and in comfort
- f. Assist with management of children with special health problems, e.g. seizures

The preceding list of duties and responsibilities is not exhaustive and may be supplemented as necessary.

Each of the positions at the specific school serves as one unit of the whole team, and as such, is subject to assignment to tasks in other areas within the classification.

KNOWLEDGE, SKILLS AND ABILITIES

- Must be able to work in a team setting and take direction
- Ability to balance firm and consistent discipline with positive behavior intervention and supports (PBIS)
- Ability to remain calm in times of high stress
- Ability to move quickly to meet student needs, maintain safety and respond to crisis
- Ability to maintain confidentiality
- Ability to supervise recess/unstructured activities, including ability to respond quickly to an emergency or student need
- Must possess organizational skills and the ability to work independently
- Ability to build and maintain positive relationships with students, parents, and co-workers
- Ability to learn and apply both positive and corrective behavior management techniques
- Ability to use proper grammar, spelling, and language in both oral and written communication, as well as basic math skills
- Willingness to be trained in district-approved de-escalation and restraint procedures at the first available opportunity
- Demonstrate basic computer skills, including the ability to create and modify documents and to adapt to new technologies
- Ability to learn and operate a variety of educational/office equipment
- Must have access to reliable transportation
- Willingness/ability to be trained in lifting techniques and fine/gross motor skills
- Physical ability to participate in student restraint and ability to move quickly to evade

POTENTIAL ADDITIONS

- Possess valid WA driver license, satisfactory driving record, and willingness to obtain district-provided Type II driver training for the purpose of transporting students when required

MENTAL DEMANDS

- Required to deal with a wide range of student, staff and public behaviors and needs in a positive and service-oriented manner
- May experience shifts in work schedule and/or work site according to district needs
- May routinely deal with distraught or difficult students or parents

PHYSICAL DEMANDS

- Ability to lift up to 50 pounds
- Amount of sitting, standing and walking may vary depending on the age of students and classroom assignments. Generally, the job requires 20% sitting, 40% walking, and 40% standing.
- The usual and customary methods of performing the job's functions require the following physical demands: the employee frequently will stand and walk and use hands for repetitive grasping and significant fine finger dexterity. The employee is occasionally required to sit, bend at neck and back, use hands to push/pull and lift/carry; squat, kneel, climb stairs or ladders, reach overhead, lift overhead, and knee stand.

REQUIRED QUALIFICATIONS

- High school diploma or equivalent (documentation required prior to beginning employment)
 - All instructional paraeducators must meet one of the following*:
 - a. Have a passing score on the state-approved Paraeducator Assessment (<https://www.ets.org/parapro>), OR
 - b. Attained an AA degree or higher, OR
 - c. Have earned 72 quarter or 48 semester credits with college-level courses (100 level or higher)
- * Documentation required at time of application

- Experience working with students in an educational setting and/or evidence of an interest in supporting learning experiences preferred

TERMS OF EMPLOYMENT

- Paraeducator Classification on Public School Employees of Cheney Salary Schedule
- School year position: 180 days; hours per day and days per week vary by position; district may revise assignment and job location as needed

CLEARANCES

WSP/FBI criminal history background clearance

EVALUATION

The employee shall be evaluated per the terms of the Public School Employees (PSE) Collective Bargaining Agreement by the building principal, department director, or designee. The process shall include an evaluation of the employee's performance of the above Duties and Responsibilities and Knowledge, Skills and Abilities.

CONTINUING EDUCATION/TRAINING

- Must complete school safety training within thirty (30) calendar days from hire date and annually thereafter
- Must acquire and maintain CPR/First Aid card within sixty (60) calendar days from hire date and as scheduled thereafter
- Must fully complete the Paraeducator Fundamental Course of Study within two years of hire
- Attend designated trainings as specified by supervisor and/or department director in order to maintain knowledge/skills

HISTORY

Job description and format updated: April 2021

Cheney Public Schools 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, economic status, pregnancy, familial status, marital status, disability, or the use of a trained guide dog 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: Title IX/Chapter 28A.640 Officer/Civil Rights Compliance Coordinator/ADA Coordinator - Tom Arlt, Assistant Superintendent, Cheney School District, 12414 S. Andrus Rd. Cheney, WA 99004 Phone: (509) 559-4550; Section 504 Coordinator - Franklin Day, Director of Student Support Services, Cheney School District, 12414 S. Andrus Rd., Cheney, WA 99004 Phone: (509) 559-4507.

EQUAL OPPORTUNITY EMPLOYER