



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

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

CLASSIFICATION:	Secretarial/Clerical, Instructional Paraeducator	LOCATION:	School Buildings
REPORTING RELATIONSHIPS:	Position is supervised and evaluated by the building principal(s)	COMPENSATION:	Placement on the PSEC Salary Schedule
REPRESENTATION:	Public School Employees of Cheney (PSEC) a local chapter of Public School Employees Union (PSE) SEIU Local 1948		

POSITION: Secretary I/Paraeducator*

GENERAL DESCRIPTION

The Secretary I/Paraeducator position includes both clerical duties and student supervision. At all levels, this position includes receptionist duties, main office support, and may have a variety of clerical responsibilities. Paraeducator duties include recess and bus line supervision at the elementary level. At the middle and high school level, this position may include oversight of students assigned to In-School Intervention and lunch detention. The In-School Intervention paraeducator provides a safe and focused educational environment for students while they are removed from the regular classroom.

*Assignment may include: After-School Detention (ASD), Alternative Learning Experience (ALE), Bus Supervision (a.m./p.m.), Categorical Programs (LAP/Title), Community Transitions, General Classroom, IEP Support, In-School Intervention (ISI), Library, Locker Room Supervision, Lunch/Recess Supervision, Office Support, PE, Preschool, Resource Room

DUTIES AND RESPONSIBILITIES

A secretary/paraeducator hired for this assignment may perform all or some of the responsibilities defined below.

- Be thoroughly familiar with the operation of the school
- Monitor, track, and communicate regarding students assigned to In-School Intervention
- Support implementation of teacher designed instructional activities and classroom routines
- 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 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
- Consistently and respectfully respond to student needs while maintaining confidentiality
- May administer medications pursuant to Board policy and pursuant to state and federal law
- Coordinate with transportation department to arrange transportation for students at conclusion of ASD as needed and monitor students until they are on their bus or picked up by a parent or guardian
- Greet visitors, staff, and students both in person and via phone, in a friendly and professional manner
- Respond to questions and requests from staff, students, parents and supervisors in a positive and professional manner both in person and via phone providing a high level of customer service
- Supervise, monitor, and support students, including before and after school, recesses, and lunch
- Support school office and provide coverage as needed
- Perform all clerical work as assigned by the principal(s), director(s) and/or designee(s)
- Establish and maintain electronic and manual filing systems, following state records retention guidelines
- Use two-way radios to maintain contact within building as needed
- Operate office equipment, including copy machines, computers and printers
- Provide a high level of customer service
- Handle confidential information with integrity and discretion
- Other duties as assigned

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

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- c. Assist in loading and unloading of wheelchair bound students
- 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
- Assist with management of children with special health problems, e.g. seizures
- Accompany Community Transitions students on public transit and to work sites to support 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 as directed 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 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
- Maintain an attitude of helpfulness, flexibility, and professionalism, and provide excellent customer service to students, staff and public in a confidential and ethical manner
- Ability to work collaboratively as part of the school team and maintain positive relationships with students, parents, co-workers, and patrons
- Ability to supervise and interact with students in a positive and professional manner
- Ability to remain calm in times of high stress
- Possess clerical skills with solid technology background, including Google Drive, database management and Microsoft Office proficiency (Word, Excel, Outlook, and Publisher); proficiency with Skyward preferred, including the ability to create and modify documents and to adapt to new technologies
- Respect confidential nature of student information and avoid sharing of information regarding students
- Must have knowledge of, or demonstrated ability to learn, district-approved record keeping and reporting systems

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 work independently, potentially under stressful conditions with frequent interruptions
- Required to work 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 according to district needs
- May occasionally deal with distraught or difficult students, staff and/or parents

PHYSICAL DEMANDS

- Ability to lift up to 50 pounds
- Amount of sitting, standing and walking may vary depending on assignments. Generally, the job requires 60% sitting, 20% walking, and 20% 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 frequently 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

- Must have a high school diploma or equivalent
- 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
- Secretarial experience preferred
- Type and/or keyboard accurately at 40 adjusted wpm*
- Basic computer knowledge and skills, including Google Drive, MS Windows, Excel, Word, and Outlook*
- Ability to use proper grammar and English in both oral and written communication, as well as the usage of correct spelling and basic arithmetic functions*

*Testing to be used to determine knowledge of pertinent skills

TERMS OF EMPLOYMENT

- Secretarial and Instructional Paraeducator Classification on Public School Employees of Cheney Salary Schedule
- School year position: 180 workdays, hours vary by building

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: March 2022

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