

Purpose:

Assist the Teacher in the delivery of an instructional program, through preparation of the classroom and materials in order to assist individual and small groups of students. The position also supports the planning and delivery of behavioral management and living skill development in a variety of school and life situations. This position supports and maintains individual students as well as classroom management while supporting teacher- designed methods and materials with or without direct teacher supervision. This allows the student the opportunity to function autonomously in a school, work, and/or community living environment. The incumbent will provide supervision of student activities in order to ensure that the school maintains a safe and orderly environment.

Reports to:

Principal or Assistant Principal

Nature and Scope:

This position works with a variety of students with disabilities and/or needs ranging in age from five to twenty-one years in various educational locales such as school environment, specialized classrooms, the community, differing work settings, and on the bus. The incumbent functions independently for significant portions of the day performing work with students and providing supervision, life skills training, and direct instruction under the direction of the Teacher for student with a wide range of disabilities and/or needs. At times this work is under the direct watch of the Teacher, and at other times the work is physically removed from the Teacher. The nature of the work follows established classroom and school procedures as well as District and state regulations. The incumbent interfaces and problem-solves with students, teachers, administrators, department colleagues and parents. The interaction with students can be high-stakes and occasionally hostile or volatile, which requires a significant degree of professional and technical acumen. Because this job involves continuous interaction with students, the position requires a high level of professional decorum, calm, and ability to act as a role model to young people. The incumbent does not have adult supervisory responsibilities, but may provide guidance and assistance to regular or temporary employees, as required.

Essential Job Functions:

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Assists in the academic instruction and presentation of instructional materials by individually working with small groups of students, or individual students:
 - a. Reinforcing instruction
 - b. Following up on specific language, spelling, reading, mathematics and other subject- area activities as directed by the Teacher
 - c. Monitoring and overseeing student tasks, practices and assignments in various subjects.
 - d. Supports assistance in classroom assignments, homework, and projects.

3. Independently implements individual and group behavior plans.
4. Physically assists student in community-based activities offsite.
5. Accompanies students on school buses or public transportation to support their needs as they are being transported to and from school or a school activity. This may include arriving at a student's home pick-up location to serve as support for the student to school and then back home.
6. Prepares and implements instructional materials using all available technology including augmentative communication devices and assistive technology devices.
7. Provides physical accommodation for students who require it by:
 - a. assisting students in and out of mobility devices.
 - b. lifting students when needed.
 - c. assisting with orthopedic devices.
 - d. applying a specialized medical plan developed by a District Nurse.
 - e. providing assistance that may include feeding, toileting, lifting, pursuing or apprehending, restraining, secluding, providing physical prompts, and any other physical assistance needed for students within specialized programs for all disability types and cultural differences for ages five to twenty-one.
8. Encourages acceptable student behavior and assists in maintaining classroom discipline. Guides and reinforces students' understanding of classroom rules and procedures. Supervises student interaction so that an orderly atmosphere is preserved. Controls aggressive behavior, settles disputes and otherwise encourages cooperative, well-mannered activity. Instructs as to acceptable and appropriate community behavior.
9. Assists in guiding students to develop proper emotional control, physical hygiene, and discernment in judging and reacting to social situations; assures appropriate student behavior by coaching students during job performance, demonstrating tasks, monitoring attendance and implementing behavior support plans.
10. Provides classroom support to the Teacher by setting up work areas and displays and distributing and collecting paper, supplies and materials.
11. Confers with teachers concerning lesson plans and materials to meet student needs.
12. Supervises a variety of student activities including playground, cafeteria, bus loading, field trips, and other areas where students gather.
13. Prepares, administers, and scores various tests and assignments as directed, including proficiency placement tests.
14. Takes data on student performance while supporting instructional needs. Records data into a computerized data system, when asked to do so.
15. Assists students by answering questions, providing proper examples, and offering general guidance.
16. May implement a Functional Living Program designed by the teacher in order to instruct students to independently perform such tasks as shop, cook, budget, and travel on public transportation.
17. May provide structured training at community job sites consistent with each student's targeted vocational goals by:
 - a. Explaining and demonstrating the preparation for work (i.e., timecard, uniform, required equipment) and the nature and method of work.
 - b. Assists in the development of transportation plans for students to travel to and from job site; including training for students on pedestrian skills and traffic-

- related safety.
 - c. Supervises progress and focuses on the development of independent improvement skills and employee relations.
18. Performs a variety of clerical duties using basic office equipment, computers, word processing software, spreadsheets, classroom software, and classroom computer programs:
- a. Ordering, preparing, administering and correcting instructional materials.
 - b. Generating computer documents and duplicating materials.
 - c. Preparing lists and other documents, processing forms and applications.
 - d. Maintaining student records and files, as directed.
 - e. Assembling materials, preparing individual profile charts, accounting for students.
 - f. Notifying the teacher or administrator when making phone calls of a general nature to parents.
 - g. Compiling information and materials and preparing reports as requested.
 - h. Taking attendance when on outings or activities to ensure proper supervision.
19. Works with accuracy and attention to detail to meet deadlines.
20. Understands and executes oral and written instructions, policies, and procedures.
21. Maintains confidentiality.
22. Maintains effective working relationships with other staff members, school personnel, students, and parents. Effectively works and communicates with students, parents, and staff from diverse cultures or backgrounds including those who speak limited or no English.
23. Complies with all procedures outlined in the *Code of Professional Conduct* and *Annual Notices for Education Practitioners, Teachers, Support Staff, Administrators, Substitutes Handbook*; and all other Beaverton School District Policies and Procedures.
24. Performs other related duties as assigned.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned which could include work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

Required Qualifications:

1. Associate's degree, preferably including coursework in working with children in an educational setting.
2. In lieu of item 1 above, must possess both of the following:
 - a. High school diploma or GED, and
 - b. Passing score on a qualifying state or local academic assessment that measures knowledge of and the ability to assist in instructing reading, writing, and mathematics. (In order to qualify, this assessment must meet the requirements of the federal Elementary and Secondary Education Act. Information about qualifying assessments is available in the Human Resource office.)
3. Must earn a District approved Oregon behavioral intervention training certificate, without restrictions, within 60 working days of hire, and maintain an active certificate thereafter.
4. Must possess an understanding of child development principles and practices. Training

and/or experience in instructional techniques and behavior management and modification, with disabled children and/or adults desired.

5. Must be able to communicate effectively with other employees and students using tact, courtesy and good judgment.
6. Must be able to collect data and perform basic mathematical functions.
7. Must be able to communicate in written and spoken English with accuracy and attention to detail. Ability to understand and execute oral and written instructions.
8. Must be able to operate standard office equipment such as computer, word processor, calculator and photocopier.
9. Must be able to pass a criminal background check.

Licensing/Special Requirements:

1. Must possess or be able to obtain a valid Oregon or Washington driver's license.
2. Must be able to drive to alternate locations in order to support students.

Working Conditions:

Works within the classroom, school, community at large, and other areas where students may congregate. The position requires a high degree of mobility, both indoors and outdoors, while supervising and instructing students, in variable weather conditions including inclement weather.

The incumbent must possess a normal degree of flexibility; the ability to stand, walk, run, and shuffle for long periods of time; to kneel on one and two knees and then stand up; to bend the trunk at 45° and twist to either side; to grasp firmly; to raise the hands above the head; and to learn and correctly demonstrate multi-step physical skills. The incumbent must be able to observe multiple students across large and small physical spaces and attend to individual students' needs while ensuring that other students are not unattended. The incumbent will need to walk quickly at times, and assume various physical postures associated with instruction and caring for students, including:

- a. Sitting
- b. Running
- c. Pushing and pulling
- d. Toileting
- e. Feeding
- f. Restraining a student
- g. Lifting up to 75 lbs.
- h. Bending, stooping, twisting, kneeling, reaching
- i. Speaking and hearing often in a noisy environment

Potential exposures include but are not limited to blood-borne pathogens; aggressive behavior from students; cold and hot temperatures; and inclement and severe weather. The environment includes working with students who have unique needs. Some students require significant physical assistance, others may demonstrate hostile and violent behaviors. Travel to multiple sites may be required. Occasional attendance at meetings or activities outside of the normal worksite may be required.

Employee Calendar(s): 10-Month Classified

Bargaining Unit: OSEA

FLSA Status: Non-Exempt

Compensation: Supp 12

Date Approved: November 25, 2019

Date Revised: May 12, 2026

Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Paraeducator 2

Physical Requirements

In an 8-hour workday, this job requires the following:

NA – Not Applicable

R – Rarely (less than .5 hours per day)

O – Occasionally (.5-2.5 hours per day)

F – Frequently (2.5-5.5 hours per day)

C – Continually (5.5-8 hours per day)

Physical Requirements	NA	R	O	F	C
Sitting			X		
Stationary Standing				X	
Walking: level surface				X	
Walking (uneven surface)			X		
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/pivot			X		
Climbing (stairs)		X			

Physical Requirements	NA	R	O	F	C
Climbing (ladder)	X				
Reaching overhead		X			
Reaching extension		X			
Repetitive use arms			X		
Repetitive use wrists			X		
Repetitive use hands grasping				X	
Repetitive use hands squeezing			X		
Fine manipulation				X	
Using foot control	X				
*Pushing/Pulling Max wt: 30 lbs.		X			
*Lifting/Carrying Max wt: 30 lbs.		X			

*Identify items typically moved: Office equipment

EMPLOYEE WORKPLACE EXPECTATIONS

1. Maintain regular and punctual attendance.
2. Follow site and/or District protocol for reporting absences.
3. Follow all District policies, work procedures.
4. Follow all reasonable requests/instructions by proper authority.
5. Maintain the integrity of confidential information relating to students, staff, and District operations.
6. Work independently in the performance of routine duties.
7. Make sound decisions.
8. Participate in required meetings and trainings related to the position.
9. Maintain required licenses/certifications and successfully complete required trainings for the position.

10. Utilize the District's electronic systems and applications related to the position.
11. Dress in a professional and appropriate manner for the assignment and work setting.
12. Demonstrate professionalism when working and communicating verbally and nonverbally with students, parents, and school personnel from diverse cultures and/or backgrounds.
13. Cultivate and model a respectful working and learning environment.
14. If employee is bilingual they may be required to interpret, translate documents, and/or communicate orally in the second language.
15. Report to other work sites on a temporary basis to fill a significant need as determined by a District level administrator.

Note: The description contained herein reflects general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform duties of other positions at the same classification level.

BSD believes that every individual makes a significant contribution to our success. The administration reserves the right to modify, add or remove duties as necessary that still reflect the essential functions of the department. It is our expectation that every employee will offer their services wherever and whenever necessary to ensure the success of BSD's goals.

Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups in any education programs, activities or employment. Beaverton School District provides equal access to individuals with disabilities.

EMPLOYEE STATEMENT:

"I have reviewed the above position description and understand its contents. I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for knowledge of its contents. I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s)."

Employee Name:

Employee Signature:

Date: