



POSITION OPENING

Paraeducator Special Education

PRIMARY PURPOSE:

The primary purpose of this position is to support learning for identified special education students under the direction of a certificated staff member. Responsibilities vary with individual assignment, but typically include tutoring students, providing small group instruction, implementing behavior management systems, recording student progress data, assisting students with personal hygiene, correcting assignments, administering tests and performing clerical duties.

ESSENTIAL FUNCTIONS*:

1. Provide instruction as directed by certificated teachers, to individual or small groups of students in a variety of settings. These settings include, but are not limited to, special and general education classrooms; community sites, and vocational sites on and off school campuses.
2. Oversee student behavior in a classroom, resource center or other learning area, applying classroom behavior management system; act as a model to demonstrate appropriate behavior; reinforce positive behaviors, discipline students as authorized.
3. Collect, review, grade and record students' assignments; administer tests. Return assignments and tests; recommend grade level to teacher; provide feedback on progress to students. Post grades to charts.
4. Maintain special education student records; complete required forms and documentation; maintain supply of forms and materials; take attendance.
5. Communicate with classroom teacher or assigned supervisor and other district staff concerning student activities, goals, progress and program planning; assist in planning and adapting instructional materials and activities for use with special education students.
6. Arrange classroom or resource area for activities; prepare bulletin boards.
7. Duplicate educational materials, assignments or tests; prepare instructional materials.
8. Interact with students and maintain awareness of individual student emotional and physical needs; discuss identified concerns with classroom teacher and/or other staff members. Observe students for possible illegal drug use or signs of abuse; report situations requiring action to appropriate staff member

* The list of essential functions in this job description is not exhaustive and may be supplemented as necessary by determination of an appropriate administrator and Human Resources.

9. Provide services to students with a range of disabilities including mental retardation, autism, and emotional/behavioral/physical disabilities utilizing knowledge of the effects the disability may have on student learning and behavior; implement and maintain appropriate accommodations or modifications in various environments to promote student learning.
10. Maintain regular attendance; adhere to board policy and leave provisions as stated in the collective bargaining agreement.

Depending on the assignment, special education paraeducators may also perform one or more of the following duties and may receive specialized training appropriate to the assignment:

11. Attend to students' personal hygiene needs, such as dressing, diapering, toileting, catheterization, tube feeding, or medication administration.
12. Assist students with adaptive equipment/assistive technology; tutor student in use of equipment. Carry out therapy programs set up by therapist for handicapped students.
13. Prepare snack or lunch for students; feed children as needed; clean area after meal.
14. Accompany mainstreamed students to regular education classroom; tutor students and provide general classroom assistance to teacher. Work with students in specialized learning activities including basic living skills.
15. Enter special education student data into microcomputer. Set up computer applications for students and tutor students in computer operation.
16. Attend departmental staff meetings to exchange information about students. Contact parents to arrange meetings; obtain signatures on Individualized Education Plans and/or distribute IEP materials; document IEP steps.
17. Supervise students on playground, in gymnasium, in locker room, or during lunch periods; assist students in boarding or exiting buses; transport students as necessary throughout school premises.
18. Respond to student behavior consistent with building/district-adopted behavior/aversive intervention program or philosophy.
19. Perform related duties consistent with the scope and intent of the position.

WORKING RELATIONSHIPS:

Reports to Building Principal or other identified administrator. Interacts regularly with special- and regular-education certificated staff; administrators and classified staff members throughout the District. Contacts with parents/guardians may occur but are under the direction of the classroom teacher or administrator.

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WORKING CONDITIONS:

The daily work is performed in special and general education classrooms and at various sites within and outside of the district including but not limited to, community sites and vocational sites on and off school campuses.

The job incumbent is frequently required to: stand for prolonged periods; lift or carry heavy objects or individuals; be exposed to infectious diseases; visually concentrate on detail; be exposed to interruptions; and be dexterous and/or precise. The incumbent may be required to: physically restrain students; wear protective gear or clothing; adjust hair/clothing/jewelry to prevent grasping by aggressive students; be exposed to high noise levels; deal with distraught, angry or hostile individuals; and deal with bodily fluids.

QUALIFICATIONS:

Successful job incumbents will demonstrate a level of the knowledge, skills and abilities as listed below.

Education and Experience

High school diploma or equivalent and experience working with students or special needs individuals; college course work in education or special education preferred.

Introductory Level Training for Washington State Paraeducator Core Competencies 1-14 must be completed within 90 days of hire.

May be required to complete training in therapeutic behavior/aversive intervention or other specialized training.

Individuals assigned to a site identified as having a school-wide Title I program must meet the NCLB requirements for highly-qualified (completed at least two years of study at an institution of higher learning, hold an associate's degree, or have passed, with a score of 461 or higher, the ETS ParaPro Assessment).

Required Knowledge, Skills and Abilities

1. Knowledge of assigned subject areas.
2. Knowledge of developmental and/or physical handicapping conditions.
3. Knowledge of correct grammar, spelling, and English usage.
4. Effective oral/written communication skills in the English language.
5. Ability to learn effective instructional methods for special needs students.
6. Ability to use and reinforce behavior modification techniques.
7. Ability to deal with students in a caring and confident manner.

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8. Ability to lift and position students.
9. Ability to organize and coordinate activities.
10. Ability to follow instructions.
11. Ability to be flexible in adjusting plans and activities as priorities change.
12. Ability to deal with sensitive information and honor confidentiality.
13. Ability to establish and maintain effective working relationships with students, staff, and parents.
14. Ability to operate computer including basic applications using email, word processing, spreadsheet, database, presentation, and specialized software.
15. Ability to operate office equipment and machinery including copiers, printers, scanners, facsimile machines, telephone and other equipment.
16. Ability to remain consistent, calm and fair under pressure.
17. Ability to work effectively as a member of a team.
18. Ability to understand and apply state and federal laws and resulting regulations relating to special education.

Licenses/Special Requirements

Current first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) certification required. (May be acquired within first 60 days of hire.)

FAIR LABOR STANDARDS ACT:

Non-exempt

EVALUATION:

Evaluation responsibilities are assigned to the Building Principal or other identified administrator.

EMPLOYMENT INFORMATION

Benefits: Consistent with the RESP Agreement.

APPLICATION

Interested candidates should apply online at http://www.rentonschools.us/Departments/Human_Resources. All candidates should apply specifically for individual positions to ensure consideration for each opening in which you are interested.

Out of district applicants

In addition to the online application, out of district applicants are required to submit the following:

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- 1) Appropriate insert located within the “insert” tab in the online application (insert d).
- 2) A current resume containing a summary of education and work experience.
- 3) At least two current letters of recommendation from employers and/or volunteer work.

In-district applicants

In-district applicants should click on “district employee” within the online system and apply specifically for positions available. In addition, in-district applicants are required to submit the following:

- 1) Appropriate insert located within the “insert” tab in the online application (insert d).
- 2) A current resume containing a summary of education and work experience.
- 3) At least two current letters of recommendation from employers and/or volunteer work.

Our mailing address for supplemental application materials is the Renton School District Human Resources Department, 300 SW 7th Street, Renton, WA 98057. Please call 425-204-2350 if you need assistance. For further information about the Renton School District, please visit our website at www.rentonschools.us.

Applicants selected for hire will be required to provide a social security card for payroll purposes prior to beginning employment.

Verification of identity and United States work authorization must be completed before employment commences. Successful Washington State patrol Check and FBI fingerprint report, in accordance with state law, is required for continued employment.

The Renton School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability in its programs and activities, domicile, marital status or political activity. TITLE IX COORDINATOR, Sheryl Moore, Asst. Supt., Human Resources, 425.204.2370, sheryl.moore@rentonschools.us; SECTION 504/ADA COORDINATOR & COMPLIANCE COORDINATOR, Vera Risdon, Asst. Supt., Dept of Learning and Teaching, 425.204.2318, vera.risdon@rentonschools.us The District will take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services for vital communications or transitional bilingual education programs, contact Vickie Damon, Dir. of Categorical Programs, 425.204.2410 or vickie.damon@rentonschools.us. See also, District Policies and Procedures No. 3207, 3210, 5003, 5005 and 5006 for complaint procedures.

*For further information regarding other position openings with the Renton School District you may **visit our website at www.rentonschools.us***