

TITLE: Paraprofessional: Special Education/LRC II – ACT Program

DEPARTMENT: Special Services

REPORTS TO: Building Principal or designee

POSITION SUMMARY: Under the direction of the special education classroom teacher or Special Services certificated support staff, the Paraprofessional is to employ instructional, behavioral and/or other therapeutic techniques, including collecting and recording data on student progress, that increase student independence and progress toward meeting IEP (Individual Educational Plan) goals and objectives within the school environments, job setting, or community.

ESSENTIAL FUNCTIONS:

- Maintain confidentiality of all students regarding their disabilities, school program, instructional status, emotional status, behavioral status, progress, plans and placements.
- Implement and support instructional/behavioral programs planned by teachers.
- Assist with preparation of instructional materials or tasks.
- Provide instruction to groups of students or on a one-to-one basis.
- Collect and record data on student performance.
- Provide or assist with one or two person lifts of 45 pounds or more as needed for lifting or transferring LRC I students that are not independent*.
- Supervise student transitions to and from classrooms, the bus, lunch, breakfast, recess, fire drills, other school activities, the community, or work sites as appropriate.
- Care and maintain specialized equipment used with the students in the classroom by the therapist or speech and language pathologist*.
- Implement and support activities with the student as directed by the physical therapist, occupational therapist or speech and language pathologist*.
- Care and/or train students with toileting, hygiene, health care or feeding activities*.
- Collaborate with the teacher to adapt classroom assignments so that the student may participate in classroom activities as fully as possible.
- Follow and implement behavior plans which may include assisting with time-outs and physical restraint*.
- Use basic technologies, including audio/visual equipment, computers, software, etc.
- Assist supervising teacher in administering the transition program for the purpose of providing work experience and internships for students.
- Possess knowledge of and adhere to Governing Policies and District Regulations and Procedures.
- Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.

*Training and equipment will be provided as needed to perform these essential functions.

QUALIFICATIONS:

EDUCATION: An Associate's degree (AA) or higher OR two years of study equivalent to 72 quarter credits OR an Educational Testing Service ParaPro Assessment documenting a score of 461 or higher. Official documentation will be required upon hire.

EXPERIENCE: Job related experience is desired. Previous successful classroom or similar experience in working with students with special needs preferred. Further the individual will possess the:

- ability to establish rapport with students in order to maintain an effective learning environment;
- ability to take direction, work independently, show initiative, and accept responsibility;
- ability to work as an effective team member;
- ability to communicate effectively in a pleasant, tactful, and professional manner;
- ability to adjust daily to various scheduling changes and changes in students' needs; and
- physical stamina and good health necessary to perform required responsibilities and the essential functions.

ISSAQUAH SCHOOL DISTRICT JOB DESCRIPTION

CERTIFICATES AND LICENSES: Possess current CPR/First Aid/AED card or be willing to obtain one within thirty (30) days of employment. Valid WA State driver’s license and appropriate insurance required. Must maintain as current any certification or license listed herein and held at hire date.

CONTINUING EDUCATION/TRAINING: Staff will attend periodic training for safe handling of bodily fluids, administering oral medication, using a gastronomy tube, perform clean intermittent urinary catheterization, de-escalation/restraint techniques and other specialized training as students’ unique needs make these services necessary. Secure Training is required. Once trained, staff will provide any and all of the services needed for all students in the LRC II program.

CLEARANCES: Criminal Justice fingerprint/Background Clearance

FLSA STATUS: Non Exempt

BARGAINING UNIT: Service Employees International Union, Local 925 (SEIU)

I have reviewed the job description, been allowed to ask questions, and can perform all job required Essential Functions with or without an accommodation(s).

Name (sign)

Name (print)

Date