FREQUENTLY ASKED QUESTIONS

Will my assignment continue next school year? ................................................................. 2
What is my work schedule for the year? .............................................................................. 2
Do I get breaks and a lunch period? .................................................................................... 3
How often am I paid? ............................................................................................................ 4
Do I get additional pay for years of experience in the District? ........................................ 4
What if I work more hours than I am contracted for? ......................................................... 4
Do I get insurance benefits? ................................................................................................ 4
Do I get vacation, personal, or sick leave days? ................................................................. 5
How do I report an absence if I am sick? ............................................................................. 5
What if I need to take a leave from my job? ....................................................................... 6
What do I do if I’m injured on the job? ............................................................................... 6
Do I come to work when it is snowing? .............................................................................. 6
What is a probationary status? ........................................................................................... 6
Who is my supervisor? ......................................................................................................... 6
Do I pay union dues? ........................................................................................................... 7
What are the minimum education qualifications for Paraeducators? ................................. 7
What are Paraeducator Competencies & how do they relate to my job? ............................. 7
How do I get a copy of my collective bargaining agreement? .......................................... 8
Where can I get a copy of my job description? ................................................................... 8
Do I need Right Response training? .................................................................................. 9

ADDITIONAL RESOURCES
Para Level I Job Description
Para Level II Job Description
Instructions for Using the Absence Management System
Behavior Management Tips
Confidentiality Tips
Preparing for a Substitute
Teaming with the Teacher
1-Page Work Calendar

The Edmonds School District prohibits discrimination based on age, sex, race, color, religion, creed, national origin, genetic information, sexual orientation including gender expression or identity, marital status, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or use of a trained dog guide or service animal by a person with a disability, or any other basis prohibited by law or Edmonds School District policy, except as may be necessary to meet a bona fide occupational qualification, and provides equal access to the Boy Scouts and other designated youth groups. The Edmonds School District is an equal opportunity employer and has implemented programs to address the diversity of its workforce. This holds true for all District employment and opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district’s Title IX/Chapter 28A.640 RCW officer, Debby Carter, Section 504 compliance coordinator, Jean Mirabal, or ADA coordinator, Debby Carter, at 20420 68th Ave. W., Lynnwood, WA 98036-7400 - (425) 431-7000.
INTRODUCTION

Welcome to Edmonds School District! We are delighted that you have chosen to join our organization and hope that you will enjoy a long and successful career with us. Paraeducators are faced with a rewarding yet challenging job. We sincerely hope you will take pride in being an important part of the District’s success.

As you become familiar with your position, please take time to review the information contained in this handbook. It will answer the most frequently asked questions of new and existing employees. If you have additional questions, feel free to ask your supervisor or to contact the Human Resources Department at 425-431-7020. This guide is meant to enhance your collective bargaining agreement, not replace it.

FREQUENTLY ASKED QUESTIONS

Will my assignment continue next school year?

The District classifies its paraeducator assignments as continuing or non-continuing (remainder of school year only.) This information can be found in your new hire letter or on the position postings under “Work Year.”

Continuing: Employees have reasonable assurance of continued employment. An employee’s total work hours and the designating beginning and ending times may vary.

Non-Continuing: Employees are hired for a specific, limited term of employment (typically until the last day of school). Employees are still subject to the terms and conditions of the collective bargaining agreement. Non-continuing assignments are created for several reasons including contingent staffing, leave replacements, budget, grant funding, class size relief, enrollment fluctuations or special student needs.

What is my work schedule for the year?

If you are in a continuing position or are a new employee hired near the beginning of the school year, your supervisor should have a meeting with you no later than October 1st to establish your work year. If you are hired after October 1st, your supervisor should meet with you within a reasonable time frame to cover this information. At whatever point in the year you are hired, you should be told right away which days of the week and which hours per day you work.

Here is the breakdown of work days for the 2017-18 School Year:

<table>
<thead>
<tr>
<th>0-15 Years of Continuous Service</th>
<th>16+ Years of Continuous Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 School Days</td>
<td>180 School Days</td>
</tr>
<tr>
<td>1 Additional Day</td>
<td>3 Additional Days</td>
</tr>
<tr>
<td>2 Training Days (Oct. 20 and Jan. 26)</td>
<td>2 Training Days (Oct. 20 and Jan. 26)</td>
</tr>
<tr>
<td>20 Enhancements Hours*</td>
<td>20 Enhancement Hours*</td>
</tr>
<tr>
<td><strong>183 Base Days</strong></td>
<td><strong>185 Base Days</strong></td>
</tr>
</tbody>
</table>

*If hired before November 15 of current school year.
Required Work Days:

- Your assigned number of base work days at your assigned hours per day (for most Paraeducators, this would be the 180 school day calendar at a particular number of hours per day).
- 1 or 3 work day(s) in addition to the 180 school days
  - These days are included in your annualized salary and must be worked.
    - For employees with 0-15 years of continuous service with the District, you will get one additional day which will be determined by your supervisor. For example, if you work the full school year (180 days), you would also get an additional day for a total of 181 work days at your building. This additional day might be worked prior to the new school year starting, immediately after school gets out, on a non-student day, etc. You will work on this day for your regular number of hours (or average daily hours if you have a flexible schedule) and be paid at your regular rate of pay.
    - For employees with 16 or more years of continuous service with the District, you will get three additional days, which follow the same parameters listed above.
- 2 Training Days
  - For the 2017-2018 school year, you will receive two professional development days, which will be worked on October 20th and January 26th. On these days, there will be a District-provided training program with several course offerings from which you can choose. You may also attend training at your building or elsewhere in the District, with approval from your supervisor. You will attend training on these days for your regular number of hours (or average daily hours if you have a flexible schedule) and be paid at your regular rate of pay.

Early Release Days: Employees are expected to work their regular number of daily hours on days when students are released early from school.

Additional Hours:

- 20 “Enhancement Hours” for professional development
  - Each employee who is hired by November 15th of each school year has the option of working an additional 20 hours to attend professional development or building enhancement activities. Use of Enhancement Hours must be approved by your supervisor and they are paid at your regular rate of pay.

Do I get breaks and a lunch period?

Breaks: If you work at least 3 ½ hours in a day, you will receive a 15 minute break. You will receive a second 15 minute break if you work 7 ½ hours in a day. You are paid for your break time.

Lunch: If you work over 5 hours in a day, you will receive a lunch period between 30 and 60 minutes, as determined by your supervisor. If you work between 3 ½ and 5 hours in a day, you may, but are not required to, receive a lunch period between 30 and 60 minutes, as determined by your supervisor. You are not paid for your lunch period. Your specific break and lunch timing should be addressed when you discuss your work schedule with your supervisor.
How often am I paid?

Continuing Paraeducators are paid once a month on the last working day of each month, for a total of 12 times per year. Your salary for the year is annualized, meaning all your contracted time is added together for the entire year, and that total amount is divided by the 12 months in a calendar year. That is, your total annual compensation is paid over 12 equal installments and you are still paid the same amount during months when there are breaks, over the summer, etc. You will automatically be paid based on the schedule your supervisor assigns you, and you do not need to submit a timesheet for any of your regular hours worked.

Non-continuing Paraeducators are also paid in this manner, with the exception of July and August. July’s paycheck will be double (2/12 of the annualized salary) and there will be no paycheck in August.

Do I get additional pay for years of experience in the District?

Per Section 16.8 of your collective bargaining agreement, employees with 15+ years of continuous district service will be granted longevity pay annually as follows:

<table>
<thead>
<tr>
<th>Years</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>$375</td>
</tr>
<tr>
<td>20-24</td>
<td>$475</td>
</tr>
<tr>
<td>25+</td>
<td>$625</td>
</tr>
</tbody>
</table>

What if I work more hours than I am contracted for?

If you work any extra time beyond the schedule your supervisor outlines for you, you will need to complete a timesheet to account for that time and submit it to your Office Manager. Timesheets must be received in the Payroll Department by the 5th of each month to be included in that month’s payroll. If you and your supervisor mutually agree, you may elect to have any extra time worked paid to you as compensatory time off in lieu of monetary compensation. The compensatory time will be earned at an equal rate as the time worked (i.e. 1 hour of extra time worked = 1 hour of compensatory time).

If the extra time you work results in you working over 40 hours in a given week, you will be paid at the overtime rate for all time over 40 hours. The overtime rate is 1.5 times your regular rate of pay. If you and your supervisor mutually agree, you may elect to have any extra time worked paid to you as compensatory time off in lieu of monetary compensation. For all hours worked over 40 in a week, the compensatory time will be earned at the overtime rate of 1.5 times the regular rate (i.e. 1 hour of extra time worked = 1.5 hour of compensatory time).

Do I get insurance benefits?

Your eligibility for insurance benefits depends on your specific work schedule. In general, if you work an average of at least 3.5 hours a day (17.5 hours per week), you are eligible for insurance benefits. The amount of benefits you are eligible for may be prorated based on the amount of
time you work. If you are a new employee and eligible for benefits, you will be contacted soon by the Benefits Department to schedule you for a benefits orientation session. If you have any questions regarding your benefits, please contact the Benefits Department at extension 7042.

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**Do I get vacation, personal, or sick leave days?**

**Vacation:** You don’t receive vacation days to use as time off from your job. However, you do receive “pay in lieu of vacation,” which compensates you for additional days that you are not working. The amount of days you receive credit for vary based on your seniority with the district and number of hours worked. The full schedule of accrual can be found in Section 7.2.1 in your collective bargaining agreement. These days are automatically included in your monthly pay.

**Personal days:** You have 2 paid personal days to use to conduct personal or family business that cannot reasonably be scheduled on non-work time. Personal days are noncumulative and must be approved by your supervisor. They can be broken up and paid by the hour (i.e. they do not have to be taken in full-day increments), and are paid at your regular rate of pay. Your personal days may be prorated based on the amount of time that you work.

**Sick leave:** You receive 1 day of sick leave per month that you work. In general, sick leave is to be used for personal illness, emergency, or injury or to care for a child under the age of 18 with a health condition that requires treatment or supervision. Sick leave is earned at your average daily hours, does not have to be used in full-day increments, and accumulates if not used, up to a maximum of 180 days (at 8 hours per day). Additional parameters regarding sick leave can be found in your collective bargaining agreement.

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**How do I report an absence if I am sick?**

You should report your absence the moment you know you will be out to give us the best chance in having your absence filled by the most qualified substitute employee. You can report an absence as short as one hour before your work day begins, however the shorter the notice we have, the harder it is to find coverage. Thus, if you become sick in the middle of the night and know you can’t make it in the next day, you should report your absence at that time.

You report your absence using our automated system, Absence Management. There are two ways that you can access the system to report your absence. 1): Call 1-800-942-3767 and follow the prompts, or 2) Login to Absence Management by navigating to [https://aesoponline.com](https://aesoponline.com) in your web browser. Both the telephone and online versions of are operable 24 hours a day, 7 days a week.

You also use the system to report taking a personal day, up to one year into the future. For example, if you know you will be absent on November 1st of next year, you can report that absence as early as November 2nd of this year.

Please see your Office Manager to get your ID number and PIN.
What if I need to take a leave from my job?

There are several types of leave potentially available to you, depending on your situation. Refer to your collective bargaining agreement for the details regarding various forms of leave.

If you anticipate missing more than 10 consecutive work days, please contact Human Resources immediately, as your leave needs to be approved by Human Resources. Questions concerning leaves should be directed to the HR Specialist at 425-431-7026.

What do I do if I’m injured on the job?

If injured on the job you must always notify your supervisor and complete an accident/incident report. If you seek medical attention, then it becomes an L&I Claim and you must complete a “Self-Insured Accident Report” at the Human Resources/Payroll office. Questions concerning Worker’s Compensation/L&I Claims should be directed to payroll at 425-431-7043.

Do I come to work when it is snowing?

When our schools are closed due to snow, power outages, etc., an announcement will be made on most radio and television stations in the greater Seattle area, as well as on the district’s website. Before coming to work on days when there is a concern that weather might affect school being in session, you need to check these media sources for the status of the Edmonds School District. If school is closed, you do not need to report to work. You will make up the missed work day on the designated rescheduled day later in the year.

If an announcement is made that school will be starting late, you should show up at your regularly scheduled time.

What is a probationary status?

Every new Paraeducator is placed into a “probationary status” for the first 90 calendar days of their employment. You will perform all your normal job duties during this time and once you successfully complete your probationary period, you will be subject to all the rights and duties contained in your collective bargaining agreement, retroactive to your hire date.

Who is my supervisor?

Your supervisor is the administrator of the building or program for which you work and is your assigned evaluator. In most cases, this will be your building Principal or Assistant Principal. While the teachers with whom you work can and do provide feedback to your administrator on your performance, they are not your supervisor. However, you should follow the directions of teachers and recognize the teacher as your team leader.
When will I get a formal evaluation?

Each employee will be evaluated on District approved forms at least once annually, no later than May 31st. Performance evaluations will not affect salary step placement.

Do I pay union dues?

As a Paraeducator with our District, you are a member of the Classified Support Staff of Edmonds, which in turn is a member of the Public School Employees of Washington (PSE). All employees in this group pay dues to the Association, aside from the exceptions listed in Section 14.4 of your collective bargaining agreement. The dues you owe are calculated based on a percentage of your gross income, and will be deducted from your paycheck each month by the District and transferred to the Association for you.

What are the minimum education qualifications for Paraeducators?

All paraeducators must have the first, essential credential—a high school diploma or GED (General Educational Development). Paraeducators can provide a copy of their high school diploma—transcripts are not necessary.

With this credential in place, there are three educational pathways a paraeducator can take to meet federal requirements.

1. 72 quarter credits or 48 semester credits at an institution of higher education. The institution you choose must meet five criteria of the Higher Education Act, Section 101(a). All classes must be at level 100 or higher.
2. Associate degree or higher. All associate degrees are acceptable.

What are Paraeducator Competencies & how do they relate to my job?

The WA State has established fourteen “Core Competencies” — knowledge and skills — necessary to work in education and related services programs to support students. The District uses the core competencies as a foundation for the training and evaluation processes for employees. All positions within the Classified Support Staff of Edmonds are expected to meet the competency requirements. You can work towards meeting the core competencies by attending various types of training, including seminars, workshops, or college classes, and you can also meet competencies based on what you’ve learned on-the-job. The District offers assistance to Paraeducators in meeting the competencies, primarily through the two training days offered each year.

Core Competencies

1. Understanding the value of providing instructional and other direct services to all children and youth with disabilities;
2. Understanding the roles and responsibilities or certificated/licensed staff and Paraeducators;
3. Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development;
4. Ability to practice ethical and professional standards of conduct, including the requirements of confidentiality;
5. Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the Paraeducator to work as an effective member of the instructional team;
6. Ability to provide positive behavioral support and management;
7. Knowledge of the legal issues related to the education of children and youth with disabilities and their families;
8. Awareness of diversity among the children, youth, families and colleagues with whom they work;
9. Knowledge and application of the elements of effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings;
10. Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff;
11. Ability to motivate and assist children and youth;
12. Knowledge of and ability to follow health, safety, and emergency procedures of the agency where they are employed;
13. Awareness of the ways in which technology can assist teaching and learning; and
14. Awareness of personal care and/or health related support.

The Competencies are a primary focus of how Paraeducators are evaluated. You will keep track of your progress in meeting the Competencies using the Paraeducator “Self-Reporting Form,” which was developed to provide you with a method to record information on your experiences and training that relate to the Competencies. You will share the Self-Reporting Form with your supervisor as part of your annual performance evaluation and continue to update it throughout your career. Find the “ParaHR-145a Self Reporting Form” on the Staff Portal, under Human Resources, Evaluation Forms.

Understanding of the Competencies is meant to be an ongoing process. That is, once you’ve met a Competency, you will need to continue working in that area throughout your career to further enhance your knowledge and gain additional and current information.

How do I get a copy of my collective bargaining agreement?

As a new employee, you will be contacted by your Association's Building Representative shortly after you start working. Your Building Representative will provide you with a collective bargaining agreement and can answer any initial questions that you have about the Association. Your collective bargaining agreement can also be found on the Human Resources web page.

Where can I get a copy of my job description?

Our job descriptions highlight the primary responsibilities, requirements, and qualifications of a given job classification. A job may change on a temporary or regular basis according to the needs of your location or department without specifically being included in the job description. Job descriptions for Level I and Level IA Paraeducators are included at the back of this guide for reference. If you are in need of your own job description, please speak with your supervisor or contact Human Resources.
Do I need Right Response training?

“Right Response” is specialized training in the cycle of risk management and response (i.e. prevention, de-escalation, and physical interventions, including holds). Right Response Certification is a requirement for anyone in a self-contained program, such as AECC, Developmental Kindergarten, Intensive Support, Intensive Support/Emotional Support, Intensive Learning Support, Life Skills and VOICE. Training is coordinated through the Student Services department.
Job Description Paraeducator (Level 1)

Employee Group: Classified Support Staff of Edmonds (Public School Employees)
Reports to: Building Administrator or designee. Receives direction and setting of priorities from other designated staff to include classroom teacher(s).
Supervises: None
FLSA Status: Non-exempt
Salary Level: Paraeducators’ Salary Schedule – Level I

JOB SUMMARY: Works collaboratively with certificated staff in classrooms or other learning environments, assists with a variety of instructional support and student supervision duties; prepares educational materials; monitors students’ progress, behavior, and safety. Performs routine clerical tasks to support teachers and other district staff.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

1. Works collaboratively with classroom teachers in the daily management, organization, monitoring, and safety of students; provides instructional support to students in reading, writing, math, and with social/behavior skills. Scribes and adapts instruction for all academic areas, as assigned. Models expected classroom behaviors.
2. Supervises recess and lunch periods, field trips, locker rooms, study and detention rooms, health room; students’ arrival and departures, and transitions within the school setting. Intervenes when students are misbehaving, not in the proper location, or may be in dangerous or unsafe situations. Assists in upholding and enforcing school rules; may supervise students during in-school suspension or in extended day programs.
3. Collects and prepares instructional and non-instructional materials as directed; assembles worksheets; lessons, art supplies, and other materials; creates and posts bulletin boards; corrects worksheets, tests, and assignments.
4. Works with individuals and/or groups of students in educational, creative, and structured play activities using social and vocational skills; assists with classwork and assignments; tutors and monitors student activities in the classroom, on school grounds, and in the community as needed.
5. Monitors student behavior and progress, may apply de-escalation techniques, and shares observations with teacher and other professional staff; may participate in parent-teacher conferences.
6. Assists certificated staff with district, state and national test administration; helps maintain diagnostic and test data.
7. Assists with required record-keeping including maintaining and updating student records, class lists, attendance and other data; files and retrieves documents.
8. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
9. Maintains regular and consistent attendance.

OTHER FUNCTIONS:
10. Attends District or building-directed training for paraeducators.
11. Performs equipment and supply inventories; orders materials as necessary.
12. Assists in the supervision of volunteers and student assistants.
13. Types, copies, and distributes forms, correspondence, student behavioral contracts, worksheets, tests and schedules by using standard office equipment. May answer phones, take messages and/or direct callers, and assist visitors.
14. Administers first aid, as necessary.
15. May serve on various department, school, and/or District committees.
16. Performs related duties consistent with the scope and intent of the position.
REQUIRED QUALIFICATIONS

**Education and Experience:** For all Title I schools or Title I funded positions – must have a high school diploma or recognized equivalent; AND must meet one of the following ESEA standards for paraeducators: 1) hold an AA degree or higher; or 2) have completed two years of college education (72 quarter hours or 48 semester hours at 100 level or above); or 3) successfully passed the ETS Parapro Assessment.

**Knowledge of:**
- General office practices and procedures.
- Classroom management and student discipline procedures.
- Developmental stages and learning styles appropriate to the assigned grade levels and individual students.

**Skill in:**
- Reading, writing, spelling, and math computation.
- Managing challenging student behaviors in a non-escalating, positive manner.
- Maintaining records in an organized manner.
- Operating a personal computer and standard office equipment.

**Ability to:**
- Demonstrate awareness and appreciation of diversity among individual students and demonstrate commitment to strengthening engagement of a diverse community.
- Understand and execute verbal and written instructions, policies, and procedures and seek clarity when needed.
- Work effectively in a team-oriented environment with teachers, other District staff, parents, and students.
- Communicate effectively with District staff, parents, and students using tact, courtesy, and good judgment.
- Remain flexible to changes in assignments or situations.
- Set priorities and complete assigned tasks in an atmosphere of frequent interruptions.
- Intervene with emotional, angry or disruptive students.
- Differentiate between individual differences, cultural differences and universal similarities.
- Utilize word processing software and learn the operation of District adopted software.
- Effectively supervise and instruct students one-on-one or in a small group setting.
- Protect the confidentiality of student information consistent with FERPA and handle confidential matters appropriately and ethically.
- Participate in activities and responsibilities as assigned by the classroom teacher.
- Uphold board policies and follow administrative procedures.
- Meet state recommended core competencies pursuant RCW 28A.415.310.
- Favorably represent the District and promote positive public relations when communicating with the general public.

**Licenses/Special Requirements:** Possession of valid First Aid and CPR Certifications or willingness to acquire depending on job assignment. Certification of de-escalation and physical restraint training is required for all employees who work in a self-contained classroom.

PREFERRED QUALIFICATIONS

Previous experience working with students in an educational setting and/or evidence of an interest in supporting learning experiences. Training with cultural, ethnic and language diversity.
**WORKING CONDITIONS**
Classroom or office setting. May work outdoors in inclement weather. Exposure to infectious diseases and illnesses carried by children. Experiences frequent interruptions. Noise level in work environment can vary depending on daily activity and may occasionally be moderate to high.

**PHYSICAL DEMANDS**
Amount of standing, sitting and walking will vary depending on the age of students and classroom assignments. Frequently required to use hands to handle or feel; reach with hands and arms; and stoop, kneel or crouch. Must lift/carry up to 25 pounds (books, files, learning resources, equipment, etc.) on a regular basis. Must occasionally lift, position, and/or move students birth through 21 years of age. Anything over 50 pounds should be performed as a two-person lift or with a mechanical lift.

**DISCLAIMER**
The statements contained herein are intended to describe the general nature of work being performed. They are not intended to be an all-inclusive listing of work requirements. Any one position may not include all of the functions listed nor do the statements above list all responsibilities and qualifications of personnel so classified.

**CLASSIFICATION HISTORY**
Job description developed by HR, 9/94. Revised 9/03 (including title change from Educational Assistant), 3/06, 6/09, and 6/15.
Job Description Paraeducator (Level IA)

Employee Group: Classified Support Staff of Edmonds (Public School Employees)

Reports to: Building Administrator or designee. Receives direction and setting of priorities from other designated staff to include classroom teacher(s).

Supervises: None

FLSA Status: Non-exempt

Salary Level: Paraeducators’ Salary Schedule – Level IA

JOB SUMMARY: Works collaboratively with certificated staff in special education classrooms or other learning environments, assists with a variety of instructional support and supervision duties of students who are in need of academic assistance and have learning, communication, behavioral or emotional disabilities; prepares educational materials; monitors students’ progress, behavior, and safety. Performs routine clerical tasks to support teachers and other district staff. Performs work that may be physically hazardous or requires exceptional physical exertion or requires working in disagreeable conditions for a majority of time.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

17. Works collaboratively with classroom teachers in the daily management, organization, monitoring, and safety of students; provides instructional support to students in reading, writing, math, and with social/behavior skills. Scribes and adapts instruction for all academic areas, as assigned. Models expected classroom behaviors.

18. Supervises and escorts students to and from recess and lunch periods, field trips, locker rooms, study and detention rooms, health room; students’ arrival and departures, and transitions within the school setting. Intervenes when students are misbehaving, not in the proper location, or may be in dangerous or unsafe situations. Assists in upholding and enforcing school rules; may supervise students during in-school suspension or in extended day programs.

19. Collects and prepares instructional and non-instructional materials as directed; assembles worksheets; lessons, art supplies, and other materials; creates and posts bulletin boards; corrects worksheets, tests, and assignments.

20. Works with individuals and/or groups of students in educational, creative, and structured play activities using social and vocational skills; assists with classwork and assignments; tutors and monitors student activities in the classroom, on school grounds, and in the community as needed.

21. Monitors student behavior and progress, may apply de-escalation techniques, and shares observations with teacher and other professional staff; may participate in parent-teacher conferences.

22. Assists certificated staff with district, state and national test administration; helps maintain diagnostic and test data.

23. Assists with required record-keeping including maintaining and updating student records, class lists, attendance and other data; files and retrieves documents.

24. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

25. May take action, or assist in taking action, to restrain students who are at risk of harming themselves or others by following school/district approved restraint procedures.

26. Assignment may require feeding, diapering, toileting students with disabilities and/or monitoring of medical conditions.

27. May teach independent living skills such as cooking, laundry, general personal hygiene and cleanliness.

28. Maintains regular and consistent attendance.

OTHER FUNCTIONS:

29. Attends District or building-directed training for paraeducators. Willingness to be trained in de-escalation/restraint of students as necessary.
30. Performs equipment and supply inventories; orders materials as necessary.
31. Assists in the supervision of volunteers and student assistants.
32. Types, copies, and distributes forms, correspondence, student behavioral contracts, worksheets, tests and schedules by using standard office equipment. May answer phones, take messages and/or direct callers, and assist visitors.
33. Administers first aid, as necessary.
34. May serve on various department, school, and/or District committees.
35. Performs related duties consistent with the scope and intent of the position.

REQUIRED QUALIFICATIONS

Education and Experience: For all Title I schools or Title I funded positions – must have a high school diploma or recognized equivalent; AND must meet one of the following ESEA standards for paraeducators: 1) hold an AA degree or higher; or 2) have completed two years of college education (72 quarter hours or 48 semester hours at 100 level or above); or 3) successfully passed the ETS Parapro Assessment.

Knowledge of:
- General office practices and procedures.
- Classroom management and student discipline procedures.
- Developmental stages and learning styles appropriate to the assigned grade levels and individual students.
- Knowledge of general needs of students with behavior and emotional disabilities.

Skill in:
- Reading, writing, spelling, and math computation.
- Managing challenging student behaviors in a non-escalating, positive manner.
- Maintaining records in an organized manner.
- Operating a personal computer and standard office equipment.

Ability to:
- Acquire and apply knowledge of IDEA and Section 504 requirements.
- Work with students who have a variety of disabilities.
- Work in a stressful environment.
- Demonstrate awareness and appreciation of diversity among individual students and demonstrate commitment to strengthening engagement of a diverse community.
- Understand and execute verbal and written instructions, policies, and procedures and seek clarity when needed.
- Work effectively in a team-oriented environment with teachers, other District staff, parents, and students.
- Communicate effectively with District staff, parents, and students using tact, courtesy, and good judgment.
- Remain flexible to changes in assignments or situations.
- Set priorities and complete assigned tasks in an atmosphere of frequent interruptions.
- Intervene with emotional, angry or disruptive students.
- Differentiate between individual differences, cultural differences and universal similarities.
- Utilize word processing software and learn the operation of District adopted software.
- Effectively supervise and instruct students one-on-one or in a small group setting.
- Protect the confidentiality of student information consistent with FERPA and handle confidential matters appropriately and ethically.
- Participate in activities and responsibilities as assigned by the classroom teacher.
- Uphold board policies and follow administrative procedures.
- Meet state recommended core competencies pursuant RCW 28A.415.310.
- Favorably represent the District and promote positive public relations when communicating with the general public.

**Licenses/Special Requirements:** Possession of valid First Aid and CPR Certifications or willingness to acquire depending on job assignment. Certification of de-escalation and physical restraint training is required for all employees who work in a self-contained classroom.

**PREFERRED QUALIFICATIONS**
Previous experience working with students in an educational setting and/or evidence of an interest in supporting learning experiences. Experience working with students with physical or cognitive disabilities and/or behavior challenges or social/emotional issues desirable. Training with cultural, ethnic and language diversity.

**WORKING CONDITIONS**
Classroom or other indoor setting. May work outdoors in inclement weather. Experiences frequent interruptions. Noise level in work environment can vary depending on daily activity and may occasionally be moderate to high.

Physical hazard exists when the Paraeducator has virtually constant interaction with groups (defined as 1 or more) of chronically emotionally disturbed students who are prone to violent rages, aggressive or hostile behavior.

Exposure to infectious diseases and illnesses exists when the Paraeducator has virtually constant interaction with students who may have been diagnosed as having communicable diseases, such as Hepatitis, Herpes Simplex Virus, Acquired Immune Deficiency or Cytomegalovirus, etc.

Disagreeable working conditions exist when the Paraeducator has virtually constant interaction with a group of students with behavioral and physical handicapping conditions. Examples include managing on a regular basis, seizures, vomiting, choking, toileting, feeding, spasms, spitting, etc.

**PHYSICAL DEMANDS**
Amount of standing, sitting and walking will vary depending on the age of students and classroom assignments. Frequently required to use hands to handle or feel; reach with hands and arms; and stoop, kneel or crouch. Must lift/carry up to 25 pounds (books, files, learning resources, equipment, etc.) on a regular basis.

Exceptional physical effort exists when the Paraeducator is required on a regular basis to lift, position, and/or move students 3 through 21 years of age. Examples include lifting and positioning physically impaired students in and out of a vehicle, wheelchair, pool, therapy equipment, etc., numerous times per day. Anything over 50 pounds should be performed as a two-person lift or with a mechanical lift.

**DISCLAIMER**
The statements contained herein are intended to describe the general nature of work being performed. They are not intended to be an all-inclusive listing of work requirements. Any one position may not include all of the functions listed nor do the statements above list all responsibilities and qualifications of personnel so classified.

**CLASSIFICATION HISTORY**
Job description developed by HR, 9/94. Revised 9/03 (including title change from Educational Assistant), 3/06, 6/09, and 6/15.
CLASSIFIED EMPLOYEE INSTRUCTIONS
ABSENCE MANAGEMENT SYSTEM

Log in: Type www.aesoponline.com in your web browser. Enter your 10 digit ID and PIN to log in.

Forgot password? Next to log in box “forgot your login?” Locked out for entering too many times? Exit the internet completely, wait a moment and log back in. It will automatically reset.

Home: Lost or confused “Go Home!” Click the “house” tab to bring you back to your main page.

Need help? Click “Frontline Support” tab on the far right for clear and easy help.

ACCOUNT TAB

Personal Info: View your name, email, job title, default time settings, and phone/User ID. (Phone is your 10 digit User ID. You can change this to any 10 digit number that is easy for you to remember. Most people easily memorize a phone number.) You can update your 10 digit phone, email address to where you want to receive notifications, add a room number that a substitute can see.

If your name, job title or work hours are inaccurate send an email to the sub desk for updating.

Change your PIN: This is typically a 5 digit number.

Shared Attachments is for static information only. Class rules, fire exit, routine schedule, etc. These shared files will automatically attach to all your absences you report until you update with fresh information. You would not want to attach daily changing schedule plans or student information here. (You can attach sub notes to your actual absence for specific instructions for the time you are away. That day’s work schedule, assemblies, etc. See back page for inspiration.)

Preferred Subs: To increase success in finding a sub enter as many names as you can in your preferred list. Only names on your “Preferred” list can see your entry for the first 10% of lead time. “Heart” your 5 top subs on your list. The “hearted” will receive an email notification whenever you enter an absence letting them know there’s an available assignment.

IMPROVING QUALITY OF COVERAGE:

Absence Management has a three tiered filter: Let’s say on Monday you report your absence for Friday. Only the subs on your preferred list can see your request during the first 10% of time. If you do not have any names listed, your request sits there idle until the late evening or early Tuesday morning depending on the time you entered it.

Then it releases into your building’s preferred list for the next 50% of time. If your request has not been accepted by Thursday the job becomes available to all subs in the pool. You can control some of the filtering.

If a sub is not successful in your position you can remove their name from your preferred list. If that sub is on the building’s preferred list they will not see your entry until Tuesday after everyone else on your preferred list has had the opportunity. If that sub is not on your building’s list they won’t see your request until Thursday when it opens to the entire pool. A very large percentage of subs can see your request up until Thursday when it opens to the whole pool. Improving the quality of your coverage. Use this tool to your advantage.

REPORTING ABSENCES

Start: At the home page scroll down below the calendars. Click the “Create Absence” tab.

Date(s): Click your absence dates on calendar.

Sub Required: Select “Yes” or “No”

Reason: Make your selection.

If your reason is due to School Business: Meeting, Professional Development, or Union Enter the six digit HRTF number in the accounting code box under “Custom.” If you don’t have the HRTF number put a note about the event in the “administrator notes” box. This helps the office manager know the budget paying for your substitute.

(Continued)
Time(s): If the default time is not what you need select “Custom” from the drop down menu to manually enter your absence time. If the substitute’s time is different than your absence time, click the “Chain Link” button (Located between Employee time and Sub time) to modify the substitute time.

Unusual absence schedule? Perhaps you travel to more than one building? Or maybe you need to take sick time in the a.m. for a doctor appointment and the rest of the day as personal? Use the “Advanced Mode” button (top right.) Enter the first portion of your absence then click “+Add New Variation” to add next portion.

Review scheduled absences and make changes for future requests.

Absence status: Filled? Unfilled? Look next to the confirmation number in the grey area for the status of your absence.

Email: Ensure your email address is accurate in Absence Management System to receive notifications when there are changes to your requests.

Tips for success:
Report your absence as soon as possible. The fact is that most last minute requests for paraeducators are less likely to find a sub. Many of our para subs are parents of small children. The earlier they can see your request will give them time to clear things from their personal schedule. They may need to arrange child care or shuffle car pool duty. If you wait until the last minute, subs have already made plans for the day and are not as available to work.

Encouraging Note. Enter a substitute note in the Absence Management System. A sub is more likely to take an assignment if they know what to expect. If they are unsure they might let it pass by. For example you can say “When you arrive at the office sign in and receive a folder with specific instructions. You will start out by helping the teacher as needed. Then recess duty (make sure to bring a coat.) You will return to the classroom to help students in a reading group until lunch.” Something to give them an overall idea. Do not put name(s) of student in this area that is viewable to all.

Sub Folder. Provide a folder with helpful information ready for the sub when they arrive. Perhaps as part of the day’s duties the sub needs to take students to the library. The sub many not know where the library is located. Add a note telling them where to store their lunch and secure their personal items. Small things will go a long way to make their experience more comfortable. If you take the time to create a sub folder you are more likely to have subs looking forward to cover your absence in the future.

Actual Factual!
It can be scary on your first day of work. Especially if there are no instructions or directions. Can you imagine? Going to a place you have never been before? It would be like going to a foreign country not knowing the language, the customs or where to find a bathroom.

Perhaps you have experienced this and remember how it feels. After a day trying to figure out what your job is without direction, you might feel awkward, confused, isolated and having not been helpful. Substitutes want to work and be as helpful as they can. But they sometimes feel like they were not needed. Not a day they would want to repeat.

If you had a house sitter wouldn’t you leave instructions on how to adjust the thermostat, the key to the mailbox, which neighbors they can turn to for help and how to operate the remote control? Substitutes are a guest in your home (school.) Help them be successful. If you take small steps to improve their experience you will have better sub coverage next time, maybe a future coworker or…perish the thought, a new friend. Could happen.
**Behavior Management**

When working with students, the paraeducator will be expected to support the behavior management plan of the teacher. It is important to discuss with each teacher the behavior expectations and interventions which s/he has established, and to define the role of the paraeducator in carrying out that plan.

The use of proactive management strategies often helps paraeducators avoid possible management difficulties. Proactive means planning ahead to avoid problems. Following is a list of proactive management strategies which have proven successful in the classroom. It is preferable to spend the majority of our behavior management energies here.

**Proactive Management Strategies**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Avoid the void</td>
<td>Plan an abundance of activities, each session. When a natural void occurs, give students a specific behavior. (&quot;I need to locate our word list. You may talk quietly.&quot;)</td>
</tr>
<tr>
<td>• Establish clear expectations for desired behavior</td>
<td>Establish and post no more than five rules for group instruction. Rules should be positively stated with the most important listed first.</td>
</tr>
<tr>
<td>• Use non-verbal cues</td>
<td>Smile, nod, make eye contact with student, give a “thumbs up” sign.</td>
</tr>
<tr>
<td>• Use proximity</td>
<td>Move closer to a student who is off task.</td>
</tr>
<tr>
<td>• Show respect/regard for all students</td>
<td>Say “thank you” when student complies with a request. Use calm voice and manner, even when student becomes agitated.</td>
</tr>
<tr>
<td>• Address students by name</td>
<td>“Good morning, Nadia.” “Matt, that’s a good start.”</td>
</tr>
<tr>
<td>• Use students’ names in examples during instruction</td>
<td>“If Gary had eight packs of baseball cards and there were 20 cards in each pack, how many cards would Gary have?”</td>
</tr>
<tr>
<td>• Provide praise to students as a group</td>
<td>“You are doing an excellent job of practicing spelling words in pairs.”</td>
</tr>
<tr>
<td>• Provide praise to individual students</td>
<td>“That is an excellent topic sentence.”</td>
</tr>
<tr>
<td>• Provide non-contingent acknowledgement to all students</td>
<td>“That’s a great, new hair-do.” “I enjoyed talking with you.”</td>
</tr>
<tr>
<td>• State your expectations before each activity</td>
<td>“We’ll be reviewing fractions. After I give you a problem, you will work it out on your paper. When I give the signal you will compare your answer to your partner’s.”</td>
</tr>
<tr>
<td>• Restate the task or the rule for the group</td>
<td>“We’re answering the first question on page 12.” “Thank you for finding your seats before the bell rings.”</td>
</tr>
</tbody>
</table>
Behavior Management continued

In spite of our prevention strategies, sometimes misbehaviors will occur that call for adult response. The following procedures are provided as possible examples. Remember that specific intervention strategies need to be discussed ahead of time with the teacher. It is desirable to have such a plan in place before a behavior problem emerges.

Behavior Management Strategies for Paraeducators

Supporting Teachers During Whole-Class Instruction

When a behavioral challenge begins to emerge, assist in a non-instructive manner that allows the lesson momentum to continue. Some possible options include:

1. Stand near the student/s exhibiting inappropriate behavior. Maintain your attention on the teacher.
2. Touch the student’s back, then step away, while maintaining your attention on the teacher.
3. Communicate to the student using nonverbal procedures, such as eye contact, a nod, or gesture.
4. If necessary, give a quiet, private redirective to the student. Tell the student the exact behavior that you desire. End the directive with “Thank you,” and move your attention away from the student.

When Providing Small-Group Instruction

When monitoring students apart from the teacher—in a small group in the back of the classroom, or in another room—the following management strategies may be helpful.

When a behavioral challenge begins to emerge, ignore the behavior if:
- you can teach,
- the student can learn,
- his/her classmates can learn, and
- the behavior is unlikely to escalate.

If it is a behavior you cannot ignore, use this five step behavior plan:

1. Use nonverbal communication (eye contact, proximity, touch.)
2. Give a redirective to the group.
3. Praise students who are making appropriate choices.
4. If necessary, give a quiet, private redirective to individual students. State the exact behavior that you desire. End the directive with “Thank you,” and move your attention away from the student.
5. If the off-task behavior continues, give a choice that involves a consequence. (“If you don’t put the magazine away, I will need to take it away.”)
Confidentiality

Maintaining confidentiality is mandated by the Federal Educational Rights and Privacy Act. It is the law and it is imperative that school personnel follow this ethical code of conduct. We are expected to respect the legal and human rights of children and their families. Therefore, maintaining confidentiality is essential.

Tips for staff

- Never violate confidentiality! Understand the rule “Need to Know vs. Desire to Tell.” It will guide you in deciding when and to whom you share student information. Only those people who are directly involved in the education of a special needs student may have specific student information.
- Remember you have both your public and private self. As an educator you are always scrutinized by your community. It is important to project a professional ethical image both in and out of school.
- If you are unsure about accessing specific student information, ask your supervising teacher.
- If you are unsure about sharing student information, defer to your supervising teacher.

What are the legal and ethical duties of paraeducators?

Paraeducators must:

1. Maintain confidentiality;
2. Respect the legal and human rights of children, youth and their families;
3. Follow district policies for protecting the health, safety, and well-being of children and youth;
4. Demonstrate an understanding of distinctions in roles of various educational personnel;
5. Follow the directions of teachers and other supervisors;
6. Follow the chain of command for various administrative procedures;
7. Demonstrate dependability, integrity, respect for individual differences and other standards of ethical conduct;
8. Demonstrate a willingness to participate in training activities to improve performance.

Used with permission. Source: Adapted from the National Resource Center for Paraprofessionals by A. L. Pickett. City University, New York, New York
Preparing for a Substitute

The following is a list of helpful information that can be gathered to support a paraeducator substitute.

**GENERAL INFORMATION:**
- A welcome
- Building map
- Daily building schedule

**STUDENT RULES AND EXPECTATIONS:**
- Discipline philosophy/procedures
- Lunchroom
- Recess/playground
- Hallways
- Restrooms
- Library
- Bus (arrival and dismissal)
- Special occasions/activities
- Emergencies
  - escape routes (fire drills)
  - earthquakes
  - lockdowns, etc.
- Healthroom
- Other

**BUILDING PROCEDURES:**
- Obtaining/requesting supplies materials, and equipment
  - copier information
  - art supplies
  - paper, pencils, etc.
  - computers
  - others
- Locations
  - staff lounge/lunchroom
  - staff restrooms
  - staff phone
  - personal storage areas
  - staff workroom
- End of day procedures
  - reporting
  - sign out
  - timesheet

**SPECIFIC POSITION INFORMATION FOR ________________________________**

**INDIVIDUAL DAILY SCHEDULE**

*Should include:*
1. Classroom/program times and locations
2. Bus, recess, lunch duties (if applicable)
3. Your lunch and rest periods
4. Planning/conferring time with supervisor(s)
5. Schedule changes, special events, activities

**PARAEDUCATOR/TEACHER WORKING ARRANGEMENTS**

*Should include:*
1. Levels of authority
2. Level of independent decision making
3. Specific lessons to be implemented (if applicable)
4. Location/site (i.e. classroom) rules and management style
5. Behavior management role and techniques
6. Confidentiality
7. Class/program name lists (name tags and photos if possible)
8. Student helpers (if applicable)

**PARAEDUCATOR/STUDENT WORKING ARRANGEMENTS**

*Should include:*
1. Special needs or programs of each student
   - medical
   - physical
   - behavioral
     - individual contract
     - program
   - academic
   - social
2. Specific procedures to address needs listed in #1
3. Specific lessons to be implemented (if applicable)
4. Location/site (i.e. classroom) rules and management style
5. Behavior management roles and techniques
6. Confidentiality
7. Class/program name lists (name tags and photos if possible)
8. Student helpers (if applicable)

**CLOSING EXAMPLE:**

We at ______________ hope that this information will help to make your time here as pleasant as possible. We would appreciate a note summarizing your time with our students. Thank you.

Source: Adapted from PSESD Paraeducator Substitute Folder
Paraeducator: ____________________________________________ Date: ____________________

**Classroom/Program:**

**Time:**

________________________________________

________________________________________

________________________________________

________________________________________

**Location:**

________________________________________

________________________________________

________________________________________

________________________________________

**Bus/Recess/Lunch Duties:**

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**Lunch and Rest Periods:**

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**Planning/Conferring Time With Teacher:**

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**Schedule Changes/ Special Events or Activities:**

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

**Substitute Response:**

We hope this information helped to make your time in our school as pleasant as possible. We would appreciate a note summarizing your time with our students. Thank you!
Teaming with the Teacher to Assist with Instruction

Assisting with instruction is defined by the roles and responsibilities of a paraeducator:

**Providing instructional services to students while working under the direct supervision of a teacher.**

Working under the direct supervision of a teacher is interpreted, through the US Department of Education’s Title I Paraprofessional Non-regulatory Guidance (November 2002), to mean:

**The teacher:**
- Plans the instructional support activities the paraprofessional carries out.
- Evaluates the achievement of the students with whom the paraprofessional is working.

**The paraprofessional:**
- Works in close and frequent proximity with the teacher.

**Assisting with instruction has the following four components:**

**Part I: Planning**
- The teacher and paraeducator collaborate to prepare the lesson, identify who the lesson is for, and the objectives and purpose of the lesson.

**Part II: Working with Students**
- The paraeducator implements the lesson prepared by the teacher.

**Part III: Communicating the Performance of Students to the Teacher**
- The paraeducator records the student performance and communicates this information to the teacher.

**Part IV: Reflection on the Instructional Session**
- The paraeducator self-assesses their success in teaching the lesson including their interactions with the teacher and students during the planning, working with students, and communicating the performance of students to the teacher.

**Reflection questions:**
- What went well?
- What didn’t go well?
- What additional information or strategies do I need?
- What would I do differently next time?

Adapted from *Let’s Team Up! A Checklist for Paraeducators, Teachers and Principals* by Kent Gerlach
Paraeducator 180 work calendar | 2017 to 2018

1 or 3 additional work days (not on calendar) are included in your annualized salary and must be worked.

9/6 – First day of school
6/21 – Last day of school (Snow make-up days, if needed are June 22, 25, 26, 27, 28)

Holidays (paid): Veteran’s Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve, Christmas Day, New Year’s Eve, New Year’s Day, Martin Luther King Jr. Day, President’s Day, Memorial Day

School Breaks/Non-Student Days (unpaid): Winter Break, Spring break, Non-Student Days

Required Training Days (paid): October 20, January 26