

STANWOOD-CAMANO SCHOOL DISTRICT
HUMAN RESOURCES
JOB DESCRIPTION

TITLE: ASSIST (Active Student Support for Independence and Transition)

Classification: Para-Educator

Reports to: Building Principal; ASSIST Teacher

PURPOSE STATEMENT

An ASSIST para-educator is a school employee who works under the supervision of a certified/licensed staff member to assist in meeting the needs of students with moderate and severe disabilities. The instructional program in which the ASSIST para-educator works, is focused on progress in functional academic skills, communication skills, adaptive life skills, motor skills, social skills, behavioral skills, vocational skills and community access. [Provide intensive specially designed instruction in the ASSIST classroom, ASSIST P.E., and in the general education environment, as appropriate to meet student needs.]

ESSENTIAL FUNCTIONS

The list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

- Assist students with personal hygiene and dealing with bodily fluids (diapering, toileting, dressing & hand washing, etc.)
- Redirect student with behavioral, cognitive, and communication challenges
- Perform special health care tasks delegated and trained by school nurse (i.e. feeding tubes, administering oral medication)
- Use a lift to transfer students from a changing table to wheelchair
- Lift students manually with one or two person lifts (must have ability to lift 50 lbs unassisted)
- Assist the teacher in maintaining the teaching and learning environment during the school day by keeping the rooms orderly clean and free of hazards
- Work with students who are unable to communicate verbally
- Take consistent and detailed data
- Work in a team environment
- Participate in field trips off campus
- Maintain occupational and/or speech therapist guidelines to help students
- Use augmentative communications systems with students. (i.e. Picture Exchange, Assistive Communication devices)
- Participate in staff meetings
- Monitor and support students in a variety of settings such as general education classroom, cafeteria, bus loading area, playground, hallway, specialists etc.
- Monitor and assist students during teacher-directed instruction, independent work time
- Small group or one-to-one instruction to students under teacher direction
- Train others (peer partners, peer tutors, volunteers, parents) to provide instruction or assistance to students under the direction of a certificated staff member
- Support students' instructional program through the preparation of materials and the fulfillment of other supportive and clerical tasks
- Be able to quickly adapt to changes in routine and classroom schedule in a positive manner

- Job Presence
- Other related duties as assigned

Skills, Knowledge, and Abilities

Skills: A successful employee is expected to:

- Arrive to work on time and leave work at designated time;
- Speak to others in the school using respectful language and tone of voice;
- Follow directions provided by certificated staff;
- Promote student learning in the areas of functional academic skills, communication, adaptive skills, life skills, motor skills, social skills, behavioral skills and vocational skills;
- Closely follow a schedule and be able to keep track of time without prompting; and
- Take initiative and follow through with given tasks

Knowledge: A successful employee will have a strong knowledge of:

- Child development
- Behavior management
- Education
- Positive communication

Ability: A successful employee will have the ability to:

- Use approved behavioral interventions and follow a behavior plan;
- Use Right Response techniques to physically escort a student, following an Emergency Response Protocol;
- Use Right Response techniques to restrain and/or monitor a student who is isolated following an Emergency Response Protocol
- Contribute to a positive team environment
- Collaborate with others
- Support Student Learning
- To problem solve and generate ideas, communicate and problem-solve with team
- Physically supervise students, including (but not limited to): running, crawling, bending, getting up and down off of the floor throughout the day
- Contribute to a positive working climate for staff and positive learning environment for students
- Work to their schedule and assigned task with minimal supervision

Working Environment

The ASSIST classrooms are physically demanding, fast-paced and active. Due to the activity level and program/student needs classroom is noisy at times and schedule-driven. Work requires active participation including lifting, carrying, kneeling and stooping.

Legal and Ethical Duties of ASSIST Para-Educators:

Para-Educators must:

- Respect the legal and human rights of children and their families
- Follow district policies for protecting the health, safety and well being of students.
- Demonstrate an understanding of distinction in roles of various educational personnel.
- Follow the directions of the teachers and other supervisors.
- Follow the chain of command for various administrative procedures.

- Demonstrate dependability, integrity, honesty, respect for individual differences, and treat others with civility.
- Demonstrate a willingness to participate in training activities to improve performance.
- Maintain confidentiality

Confidentiality

Para-educators should not discuss students with community members, other staff members (unless there is a legitimate reason to know), other students or parents. Certified teachers are responsible for the planning and primary decision making regarding the students on their caseload. Therefore if a question or concern comes to a para-educator regarding a student, the para-educator is to refer the person asking to the special education teacher. If a parent asks a para-educator for information regarding their child, the para-educator need to direct the parent to the teacher.

Experience

- Prior experience working with students with special needs preferred
- Completion of Core Competencies preferred
- Right Response training preferred

Education

- High school diploma or GED (General Education Degree)
- Valid First Aid and CPR certificates required

Special Requirements

- Washington State Patrol and FBI Fingerprint Clearance.
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigration Reform Act.
- Completion of Core Competencies preferred and must be completed upon hire
- HIV/HBV Training (obtain within 60 days of hire date-district provided)
- Sexual Harassment and HIB (Harassment, Intimidation, Bullying) Training (obtain within 60 days of hire date-district provided)

Continuing Education/Training:

First Aid/CPR Certification
Right Response Training

Certificates:

FLSA Status: Non-exempt

Salary Range: Per PSE Schedule A

Classification History:

Job Description Developed: 5/19/16
Revised:

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.