

BELLINGHAM PUBLIC SCHOOLS  
Bellingham, WA

JOB DESCRIPTION

**POSITION:** PARAEDUCATOR, SPECIAL EDUCATION, EBD PROGRAM, LEVEL IV (Elementary, Middle School, and High School Self-Contained EBD)

**REPORTS TO:** Building Principal/Program Supervisor, or designee

**RESPONSIBILITIES:**

1. Provide Behavioral Support to students and staff for all grade levels in all academic settings throughout the District including monitoring and documenting student behaviors.
2. Observe, record, and provide behavioral feedback to staff for the purpose of assisting in the development and implementation of individual Positive Behavior Intervention Plans and for exploring effective classroom management strategies.
3. Manage students in crisis by using de-escalation techniques outlined in district training, including therapeutic physical intervention and by modeling effective social skills and anger management strategies for students.
4. Communicate with and update immediate supervisor and administration as needed concerning student behavior, and other incidents or information relative to student performance.
5. Escort students to class, administrator's offices, or attendance office.
6. Assist teachers in the classroom by monitoring student behavior
7. Maintain active supervision of assigned students in special education resource and self-contained classroom(s), mainstream/general education classroom(s), and in specialized times and settings.
8. Carry out a variety of individual or small group instructional activities to implement academic and other curriculum, including motivational support and reinforcement of student efforts and achievements.
9. Provide direct behavioral/social/interpersonal skills instruction to assigned students as directed.

**RESPONSIBILITIES: (Continued)**

10. Attend meetings as necessary.
11. Implement specific academic, social, physical, and/or safety learning activities for students as directed.
12. Assist in identifying specific triggers that lead to emergence or escalation of student's behavioral problems.
13. Perform clerical tasks as needed.
14. Perform other related tasks and responsibilities as designated by the principal/program supervisor, or designee.

**QUALIFICATIONS:**

1. High school diploma or equivalent (GED).
2. Two (2) to four (4) years of post-secondary preparation, specialized training, or equivalent experience in subject matter related to behavior management strategies and/or working with students with emotional and/or behavior disorders, special needs, or combination thereof.
3. Knowledge of:
  - a. normal child development;
  - b. issues related to children with special needs including behavior disorders, developmental disabilities, and health impairments;
  - c. elements of effective instruction to assist teaching and learning as developed by the certificated staff.
4. Demonstrated knowledge and skill in applying behavioral intervention techniques with at-risk and special needs children, including ability to provide positive behavioral support and management of students.
5. Ability to participate in the physical management of students in crisis according to District procedures and training.
6. Ability to adapt to change and demonstrate patience, flexibility, and reliability.
7. Ability to remain calm in crisis situations and problem solve under highly stressful and rapidly changing conditions.

**QUALIFICATIONS: (Continued)**

8. Ability to serve as a positive role model for students and school staff.
9. Ability to communicate and train classroom staff in intervention techniques.
10. Has reliable transportation and valid Washington State driver's license (must be able to travel between schools).
11. Has, or is willing to obtain, first aid certificate and CPR certificate.
12. Has, in the judgment of the administration, demonstrated aptitude and competence for assigned responsibilities including the ability to:
  - a. assist with instruction and supervision of students under the direction of a certificated staff member;
  - b. perform instructional clerical tasks, keep records, and prepare reports using computerized systems;
  - c. communicate appropriately in both written and oral expression;
  - d. work with students of varied backgrounds with a wide range of behaviors and skill levels;
  - e. establish and maintain effective working relationships with co-workers, school district staff, parents, and guardians;
  - f. establish and maintain a professional relationship with students;
  - g. be flexible and spontaneous;
  - h. exercise good judgment;
  - i. maintain confidentiality.
13. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

3/19/04

*h:\persoffc\jobdesc\base\paraed\level iv\ebd elem ms hs.doc*