



841 NE 22nd Ave., Camas, WA 98607
(360) 335-3000
An Equal Opportunity Employer

PSE OPENING 2009-2010 SCHOOL YEAR

Job: 2009-47
Date: October 30, 2009
Position: Para: Special Ed Instruction
Location: Liberty Middle
Schedule: Monday - Friday: 8:00 a.m. – 2:30 p.m., 6.0 hrs.; School Year Calendar Schedule

Qualifications:

- Minimum high school diploma or equivalent required.
- A minimum of one year's experience working with students in an educational setting. (Past experience in working with children with disabilities preferred).
- Ability to teach 6-8th grade math, reading and writing curriculum required.
- Ability to work with diverse needs of middle school students and to multi-task and communicate in a variety of ways.
- Must demonstrate appropriate use of written and oral English.
- Demonstrate rapport with students.
- Must be willing to be flexible and do additional jobs as assigned.
- See attached job description.

Contract: Regular.

Salary: According to PSE Salary Schedule.

Inside opening: **November 5, 2009**, for applicants from within Camas School District.
Application may be made by submitting a signed letter of interest and a current resume to the Human Resources Department.

Outside Closing Date: Open until filled

Application Procedure:

1. Include a general cover letter of application summarizing your qualifications.
2. Complete a classified employment application form, inserts and materials as required in the application packet, including a resume.
3. Send materials to: Human Resources; Camas School District No. 117; 841 NE 22nd Ave.; Camas, WA 98607.

If the above materials have already been completed and are on file, submit to Human Resources a letter indicating your interest in being considered for this position. If you have questions, you may call between 7:30 a.m. – 4:30 p.m. Monday through Friday at (360) 335-3000.

Every effort is made to ensure that all employment decisions are administered in accordance with the principles of equal opportunity. The Camas School District No. 117 complies with all state and federal rules and regulations and does not discriminate on the basis of race, color, religion, creed, national origin, gender, marital status, age, pregnancy, sexual orientation (including gender identity) the presence of a disability, or any other basis prohibited by law. Inquiries regarding compliance and/or grievance procedures may be directed to Rita Pakenen, Title IX/RCW 28A.640 compliance officer and/or Ralph Pruitt, Section 504 Americans with Disabilities Act (ADA) coordinator.

All Employees are required to furnish proof of identity and employment authorization status. The Camas School District is committed to providing a drug-free, tobacco-free environment for all persons—students, community and staff. Any offer of employment with Camas School District is on a conditional basis pending the successful completion of a FBI and Washington State Patrol fingerprint background check.

Job Description Camas School District #117

Position: Special Education Instructional Paraprofessional

Summary: Under supervision of the special education teacher, this paraprofessional will assist the teacher by working with individuals or small groups of students to help them achieve I.E.P. goals/objectives. This employee may also assist teachers with clerical or supervision duties. It is assumed that this employee possesses the necessary skills to implement specialized and adaptive procedures and/or curriculum materials as directed by the teacher.

- Qualifications:**
1. Possess high school diploma or equivalent.
 2. Present evidence of previous successful paid experience working with special education students in an educational setting.
 3. Present evidence of successful completion of inservice training or course work regarding special education from an accredited organization or institution.
 4. Present evidence of knowledge of human development and milestones typically achieved by children at different ages.
 5. Present evidence of knowledge of risk factors that may prohibit or impede typical development of children.
 6. Demonstrate the ability to ability to motivate and assist students with disabilities.
 7. Demonstrate the ability to provide positive behavioral support and management of special education students.
 8. Present evidence of previous successful experience reading, interpreting and using specialized materials and instrumental techniques with special education students.
 9. Demonstrated academic proficiency comparable to the grade levels to which the employee is assigned.
 10. Present evidence of competency in keyboard skills and the use of educational software.
 11. Willingness to learn and then use assistive technology devices.
 12. Implement non-medical procedures (i.e. toileting).
 13. Present evidence of the physical stamina required to lift and move students with disabilities.
 14. Demonstrate the ability to follow health, safety and emergency procedures of the school.
 15. Demonstrate self-initiative.
 16. Demonstrate organizational skills.
 17. Demonstrate the ability to follow directions.
 18. Willingness to learn sign language
 19. Willingness to attend appropriate inservice training
 20. Present evidence of the appropriate use of written and oral English.

Preferred Qualifications: Associate of Arts Degree or BA/BS

Reports to: Building Administrator/Special Education Teacher

Tasks

1. Works with individual students or small groups of students to reinforce skills identified by the teacher.

TECHNIQUE	Works with individual and small groups of students, provides a variety of approaches and techniques appropriate to needs of students with Individual Education Plans (IEP's).
TOOLS/EQUIPMENT NECESSARY	Objects, printed materials, texts, manuals, educational materials, writing instrument.
FREQUENCY	Daily.
PHYSICAL/MENTAL DEMANDS	Reading, writing, clear speaking, instruction. Sitting at/on child-sized tables/chairs. Adequate vision and hearing.

2. Distributes and collects workbooks, papers and other materials for instruction

TECHNIQUE	Organizing, sorting, distributing, collecting.
TOOLS/EQUIPMENT NECESSARY	Printed materials, workbooks.
FREQUENCY	Daily.
PHYSICAL/MENTAL DEMANDS	Mobility, slight lifting.

3. Maintains adequate records to note student progress.

TECHNIQUE Recording, posting.
TOOLS/EQUIPMENT NECESSARY Notebook or recording system.
FREQUENCY Ongoing.
PHYSICAL/MENTAL DEMANDS Reading, writing, calculating, tallying, data processing.

4. Assists with specialized testing of a student or groups of students as directed by the teacher.

TECHNIQUE Assists teacher in administrating specialized testing, monitors students.
TOOLS/EQUIPMENT NECESSARY Testing materials, #2 pencils.
FREQUENCY As needed or required.
PHYSICAL/MENTAL DEMANDS Mobility, observing, reading, writing, listening. Adequate hearing and vision.

5. Assists with the supervision of students during emergency drills, assemblies and field trips.

TECHNIQUE Assembling, moving of students, coordinating student groups.
TOOLS/EQUIPMENT NECESSARY None.
FREQUENCY Periodically.
PHYSICAL/MENTAL DEMANDS Efficient moving, standing/walking for prolonged periods, listening, clear speaking, adequate vision and hearing.

6. Operates and cares for equipment used by school personnel.

TECHNIQUE Sets up, operates, puts away equipment/cords. Replaces batteries, checks headsets.
TOOLS/EQUIPMENT NECESSARY Audio/video equipment and other as appropriate.
FREQUENCY Ongoing.
PHYSICAL/MENTAL DEMANDS Lifting, mobility, use hand manipulation, adequate hearing, vision and memory.

7. Carry out duties aimed at achieving the IEP of children with disabilities.

TECHNIQUE Carries out all assigned duties and goals/objectives of IEP.
TOOLS/EQUIPMENT NECESSARY Objects, pictures, written materials, protective gloves, hygiene/health instruments, adaptive devices listed or referred to in IEP.
FREQUENCY Ongoing.
PHYSICAL/MENTAL DEMANDS Reading, writing, clear speaking, mobility, lifting up to 60 pounds, manual dexterity, adequate vision and hearing.

8. Helps students with their clothing, health/hygiene needs, and clean-up routines.

TECHNIQUE Wiping tables, putting away items, changing clothing, including diapering and other non-medical procedures identified on the IEP.
TOOLS/EQUIPMENT NECESSARY Protective gloves, trash receptacle, changing area, access to water, health/hygiene instruments/devices.
FREQUENCY Ongoing.
PHYSICAL/MENTAL DEMANDS Bending, lifting up to 60 pounds, pushing, pulling, moving at efficient pace.

9. Assists substitute teachers in the absence of the regular teacher.

TECHNIQUE Meets and works cooperatively with substitute teachers to continue effective instruction.
TOOLS/EQUIPMENT NECESSARY None.
FREQUENCY Ongoing.
PHYSICAL/MENTAL DEMANDS Effective communication.

10. Performs all duties needed to implement the Individual Education Plan (IEP) or provide educational access.

TECHNIQUE Reading, following IEP.
TOOLS/EQUIPMENT NECESSARY Equipment/devices as referred to in IEP's.
FREQUENCY Daily.
PHYSICAL/MENTAL DEMANDS Reading, writing, clear speaking, listening, mobility, thinking, planning, adequate hearing/vision, bending, lifting up to 60 pounds, dressing, attending to special needs of students.

11. Assists students with keyboard skills.

TECHNIQUE	Adapting/operating computers, keyboarding.
TOOLS/EQUIPMENT NECESSARY	Computers, software.
FREQUENCY	Ongoing.
PHYSICAL/MENTAL DEMANDS	Reading, keyboarding, adequate vision.

12. Maintains a high level of ethical behavior and confidentiality.

TECHNIQUE	Safeguards confidential information, treats all with respect and dignity.
TOOLS/EQUIPMENT NECESSARY	None.
FREQUENCY	Ongoing.
PHYSICAL/MENTAL DEMANDS	Refrain from revealing confidential information.

13. Implements adaptive technology.

TECHNIQUE	Reading, following oral and written directions.
TOOLS/EQUIPMENT NECESSARY	Adaptive devices.
FREQUENCY	Ongoing.
PHYSICAL/MENTAL DEMANDS	Reading, writing, planning, adequate hearing/vision, lifting, modifying/adjusting, attending to special needs of students.

Successful Performance Requires:

1. Ability to communicate effectively.
2. Ability to efficiently use various instructional techniques, small group focusing skills and/or necessary student management skills which might be required in a special needs setting.
3. Flexibility in adapting to new situations, students, buildings and colleagues.
4. Strong organizational skills.
5. Self-initiative.
6. Ability to understand and carry out oral and written directions.
7. Demonstrated ability to use technology with special needs students.
8. Demonstrated ability to read, write legible reports and communicate orally in the English language.
9. Demonstrated ability to accurately record data.
10. Good physical health and physical stamina to perform the scope of the work assignment.
11. Strong regard and relationships with children and peers.
12. Punctuality.
13. A good sense of humor.