

**PORT HURON AREA SCHOOL DISTRICT
DEPARTMENT FOR HUMAN RESOURCES**

NOTICE OF NON-CERTIFIED VACANCY

Paraprofessional Bargaining Unit



**Please Post
PPRO-164**

December 21, 2018

Building:	Kimball Elementary
Position:	Title 1/31a Behavior Support Paraprofessional
Qualifications:	See Posting
Hours/Times/Calendar:	8:10 – 3:20 6.67 hrs
Effective:	Immediately
Allocation:	1.216.18.6010.1630

APPLICATION PROCEDURE:

Internal Applicants
(Current Bargaining Unit Members)

*Persons interested in being considered for any position must indicate their interest via email to the Human Resources Department on or before **4:00 p.m., January 17, 2019.***

PLEASE INCLUDE #, POSITION, AND LOCATION ON ALL CORRESPONDENCE

Send to: humanresource@phasd.us

Patricia Wachtel, Human Resource Manager *pw*

External Applicants
Please Apply On-Line on or before **January 17, 2019**

https://hr.phasd.us/Job_List.aspx

Any bids received after the date and time stated above will not be accepted.

*If you choose to withdraw your bid, you must do so in writing and submit it as stated above.

The Board of Education does not discriminate on the basis of race, color, national origin, sex, (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

PORT HURON AREA SCHOOL DISTRICT ADMINISTRATIVE SERVICE

ORGANIZATIONAL MANUAL	POSITION GUIDE
TITLE	SECTION L-12C

QUALIFICATIONS

As partners in the instructional process, paraprofessionals who work in programs supported by Title I/31a funds must meet **one** of the following requirements:

1. Specialized behavior training
2. Coursework in behavior or social work preferred
3. CPI trained
4. Associate's Degree or 60 semester hours at an institution of higher education, or Meet a rigorous standard of quality and demonstrate, through passage of a formal state or local academic assessment approved by the State Board of Education:
 - a. Michigan Test for Teacher Certification – Professional Readiness Exam (MTTC) or the original Basic Skills Test (MTTC)
 - b. A passing score of at least 480 on the evidence-based reading and writing section of the SAT and 530 on the mathematics section in lieu of the Basic Skills Test or Professional Readiness Exam
 - c. ETS Parapro Assessment – A passing score of 460 is required

JOB RESPONSIBILITIES

1. Deliver behavior interventions to identified students as planned by the Behavior Intervention Specialist, social Worker and/or principal
2. Utilize behavior monitoring tools as directed by the Behavior Intervention Specialist, Social Worker and/or principal
3. Communicate student progress to the Behavior Intervention Specialist, Social Worker and/or principal
4. Attend staff meetings, in-service programs, and on-the-job training as assigned
5. Respect the confidentiality of information
6. Maintain appropriate records on student data
7. Complete all required reporting documentation
8. Establish good interpersonal relationships with the school staff and principal
9. Conduct him/herself in a professional manner commensurate with his/her position and project a good public image of the School District in dealing with the community and employee groups

Summary: The Title I/31a paraprofessional works directly with students, assisting school staff with students needing behavior interventions. This position delivers behavior intervention in a small group setting under the supervision of a Behavior Intervention Specialist, Social Worker and/or principal. This position works with the most at-risk students as identified by appropriate data.

A note regarding Title I Programming:

While all students attending a Title I school wide program school are eligible to participate in all aspects of the school wide program, the federal statute requires schools to particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards. In order to know how best to address the needs of these students, the school by necessity needs to know which children have special needs. Also, in order to appropriately disaggregate data on the state assessments (M-Step/MME) and to measure adequate yearly progress (AYP), schools must further identify children by gender, ethnicity, and by their status as economically disadvantaged, disabled, and /or limited-English proficient.

Grant funded program services supplement and support but do not supplant or replace the general educational program of the school district.

SELECTION COMMITTEE	BUILDING SUPERVISOR AND HUMAN RESOURCES
EVALUATED BY	SUPERVISING ADMINISTRATOR
SALARY DATA	AS PER NEGOTIATED AGREEMENT
ALLOCATION(S)	
