

# **NYE COUNTY SCHOOL DISTRICT – Human Resources Department**

## ***Paraprofessional Addendum for SEAD (Social Emotional and Academic Development) Aide Assignment***

Contract: 180 days, 6.5 hours

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**JOB GOAL:** The focus of the SEAD Aide position is to supervise students assigned to in-school suspension (ISS) or detention for disciplinary reasons. They will maintain a highly structured and orderly environment and work under the general supervision of the principal and immediate direction of the school counselor on a daily basis. They will use Mindful SEAD training to have a positive impact on students' social, emotional, and academic needs. They will support the school's effort at aligning positive discipline practices and students' focus on social emotional learning and academic development.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Become Mindful S.E.A.D certified.
2. Complete ACEs training.
3. Work and collaborate closely with the school counselor and social worker to support the school's goal of teaching positive character traits and modeling habits of responsibility.
4. Mentor students to build positive student relationships and improve self-esteem from negative situations through restorative practices.
5. Work with and supervise students in a controlled environment.
6. Coordinate a program of independent, individualized assignments.
7. Maintain accurate records.
8. Obtain work from teachers and provide feedback for grading purposes.
9. Maintain discipline.
10. Distribute assignments to students as necessary.
11. Provide instruction and assistance to students regarding assignments as appropriate.
12. Monitor completion of work and maintain a related list of work completed by students.
13. Assist in the preparation and coordination of testing as assigned.
14. Communicate with teachers and staff concerning student behavior; confer with administrators regarding individual student issues and concerns.
15. Perform a variety of clerical duties including filing, duplicating, typing, and maintaining routine records related to work performed; type and maintain a variety of lists as assigned.
16. Perform other related duties as assigned.

### **POSITION EXPECTATIONS**

#### **Knowledge, Skills and Abilities:**

1. Serve as a member of behavior intervention teams and the school SEL team.
2. Help students understand the impact of their behavior and build their social and emotional competencies.
3. Be respectful and encouraging while interacting with students to maintain the student's sense of belonging and significance.
4. Consider what the student is thinking, feeling, learning, and deciding about themselves.
5. Understand the root cause of the problem and provide additional support or services to students when needed.
6. Encourage the constructive use of personal agency and autonomy.
7. Work with students, both those responsible for wrongdoing and those impacted, to repair harm, restore relationships, and rebuild community.
8. Use a fair process in which students have a voice in decisions that affect them, understand the reasoning behind them, and are clear about what is expected of them in the future.

#### **Additional Skills Helpful to the Position:**

##### **Data to be collected:**

In a report by the National Education Association, their research found that:

"Suspending students does little to reduce future misbehavior for the disciplined students or their peers, nor does it result in improved academic achievement for peers or perceptions of positive school climate. Plus, the more severe the exclusionary discipline, the greater its negative effects were on a student's future academic performance, attendance, and behavior."

**Academic data:**

Behavior student academics will improve as they:

1. Are held accountable to complete unfinished work in an ISS setting.
2. Are provided assistance and redirection by the aide during ISS time.
3. Gain an understanding that whether in or out of class, they are expected to learn the standards.
4. We track habitual behavior students individual academic progress as we decrease OSS for ISS.
5. With time we believe we will see improved performance on SBAC as students are held accountable for behaviors and academic performance.

**Attendance data:**

1. Experience shows that when students serve OSS, whether intentional or unintentional, they often miss additional days at the backend of their suspension. Additionally, when they check out early (COE) for suspension, they miss additional instructional time as they sit around waiting to be picked up. An ISS room will allow for decrease of COE tardies and absences connected to suspension.

**Climate and Culture data:**

1. ISS connected to SEL will help reinforce principles of restorative justice and relationship building amongst peers.
2. ISS is boring and students lose out of the fun things the school has to offer. Holding students accountable is part of our overall PBIS vision. Negative behaviors and our need for OSS/ISS will decrease as accountability is increased.
3. Hafen climate surveys show that teacher morale is inseparably connected to student behavior and discipline. Teacher morale will improve as students are more readily held accountable for their poor choices.

**Lessons and Strategies:**

1. Students will be assigned lessons in The Social Express connected to their infractions.
2. Students will have assignments provided from homeroom teachers (iReady, HMH, Envision, etc.).
3. Upon completion of provided schoolwork, students will be put on SchoolsPLP (grade level, standards based) lessons in all their subject areas (including PE).
4. SPED, GATE, and EL teachers will stop in to provide additional support as needed.