Chisago Lakes School District

29678 Karmel Ave | Chisago City | MN
www.isd2144.org

POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Paraprofessional - Behavioral Support Special Education	**Department / Building:** Various (District-wide)
Reports To: Building Administration or Program Supervisor	**FLSA Status:** Non-Exempt
Grade / Subgrade: Level C	**Bargaining / Work Unit:** Service Employees International Union
Duty Year: School Year	**Position Last Updated:** 12/17/25

SECTION II: JOB SUMMARY

The Paraprofessional - Behavioral Support Special Education staff provides specialized, high-level behavioral intervention and administrative coordination within specialized special education programs (including Federal Setting IV environments). This role is part of a specialized tier of paraprofessionals responsible for implementing intensive behavioral protocols for students with significant social, emotional, and behavioral needs, while also providing program-level support including data management, staffing assistance, and compliance reporting.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	**Statement of duty/responsibility:** Intensive Behavioral Intervention and Student Support

Tasks involved in fulfilling above duty/responsibility:

- Provide direct, high-intensity support and supervision for students in specialized behavioral settings and intervention rooms.
- Support students in meeting behavioral goals and program criteria, assisting them in developing the skills necessary for successful participation in the learning environment.
- Implement short-term intensive interventions and individualized behavior protocols as specified in student Individual Education Plans (IEPs).
- Escort students to and from specialized behavioral areas or classes as needed to ensure safety, supervision, and compliance.
- Assist students in regaining instructional control through the use of specialized de-escalation techniques and program-approved timeout/recovery processes.
- Deliver academic support and instruction in core subject areas in coordination with general and special education teachers.

Duty/Responsibility #	2	**Statement of duty/responsibility:** Data Management and Compliance Reporting

Tasks involved in fulfilling above duty/responsibility:

- Collect, graph, and analyze behavioral and academic data for use in IEP meetings, conferences, and progress reports.
- Document student referrals to specialized behavioral settings and maintain required visitor and participation logs for program-related team meetings.
- Provide ongoing monitoring and feedback to professional teams, including psychologists, case managers, and teachers, regarding student progress and behavior data.
- Assist in the coordination and processing of data collection for regional education districts, including mandated state and federal reporting.
- Maintain and process specialized billing documentation and tuition agreement records.

Duty/Responsibility #	3	**Statement of duty/responsibility:** Specialized Program and Staff Support

Tasks involved in fulfilling above duty/responsibility:

- Serve as a specialized resource for other staff, sharing program-specific information and providing guidance on behavioral protocols and specialized software.
- Participate as an active member of various building-level behavioral support, recognition, or leadership committees as assigned.
- Assist with the logistical scheduling of paraprofessional substitute coverage and daily schedules to ensure appropriate staffing levels within specialized programs.
- Facilitate the scheduling and coordination of student-centered meetings and other due process activities between staff and families.
- Provide administrative support for specialized program logistics, including seasonal program registration assistance and special transportation coordination.

Duty/Responsibility #	4	**Statement of duty/responsibility:** General Support and Professional Responsibilities

Tasks involved in fulfilling above duty/responsibility:

- Monitor non-instructional areas to provide proactive behavior management and support.
- Conduct specialized classroom observations (e.g., functional behavior or time-sample observations) as assigned by the supervisor.
- Provide backup support to the main office as needed, including assisting with building communication systems, answering phones, and supporting general office functions.
- Provide high-level administrative support to office staff during peak academic preparation and transition periods throughout the year.
- Maintain strict confidentiality as per mandated data privacy laws (FERPA) regarding student records and behavioral data.
- Attend and participate in required building/district meetings and specialized professional development.
- Perform other duties as assigned by administration.

SECTION IV: EDUCATION, EXPERIENCE AND ESSENTIAL SKILLS REQUIREMENTS

Education/Certification Requirement: High School diploma or equivalent; at least two years of college credits or a passing score on the ParaPro/Paraeducator Assessment preferred; additional post-secondary education in Special Education, Psychology, or a related field is preferred; must be able to obtain and maintain required certifications for physical intervention and de-escalation.

Experience: Proven capacity for success in the role; minimum of three (3) years of experience in a special education setting, with significant experience working with students with emotional and behavioral disorders (EBD); demonstrated experience in data collection, reporting, or staff support tasks within a school setting.

Essential skills required to perform the work:

- High proficiency with Microsoft Office and Google suite and capacity to master district-specific software and specialized special education data systems.
- Expert knowledge of behavioral intervention strategies, de-escalation techniques, and the ability to remain calm and effective in high-stress, potentially dangerous situations.
- Ability to work cooperatively and collaboratively with diverse staff, students, and families. Must be able to communicate clearly and effectively in high-traffic situations and effectively relay information.
- Superior organizational skills, proven ability to manage multiple priorities, and maintain a high degree of accuracy and detail in financial and record-keeping tasks.
- Strict adherence to mandated data privacy laws (FERPA) and ability to manage highly sensitive student information with utmost discretion.
- Able to lift 50 pounds.

SECTION V: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Demands					
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)					
Physical		Lifting/Carrying		Exposure to Environmentals	
Standing	F	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through body and/or body fluids	F
Walking	F	Up to 25 pounds	F	Toxic chemicals	N
Sitting	O	Up to 50 pounds	O	Moving parts	N
Talking in person/on the phone	F	Up to 75 pounds	N	Electrical shock risk	N
Pushing/pulling	O	Up to 100 pounds	N	Explosives	N
Hearing	C	More than 100 pounds	N	Fumes	N
Feeling, grasping, finger dexterity	C	Noise Levels		Extreme cold (non-weather)	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Extreme heat (non-weather)	N
Stooping (bend at waist)	F	Moderate noise (i.e. business office with printers, light traffic)	F	Varying weather conditions	O
Crouching, crawling, kneeling, squatting	F	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	C	Sight	
Stretching/reaching with hands and arms	F	Very loud noise (i.e. jack hammer, front row rock concert)	O	Vision for close work/ability to adjust focus	C
Distinguishing smell	O			Looking at computer monitor	F
Distinguishing temperature	O			Color vision (identify and distinguish colors)	F
Traveling by automobile	O			Peripheral, depth perception	F

SECTION VI: STANDARDS OF CONDUCT AND JOB PERFORMANCE

Performance of Duties: Employees must faithfully perform, at a professional level of competence, the services and duties prescribed by the District, regardless of whether such duties are specifically described in a job description, in a notice of assignment, or in another document. Prompt and regular attendance is an essential function of each employee's job. Employees must also comply with all lawful directives issued by the Superintendent or by any other individual with supervisory authority. In addition, employees must comply with all applicable federal and state laws and with all rules, regulations, and policies established by the District. Employees may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with

the interests of the District. Toward that end, employees may not engage or participate in any action or conduct that is inconsistent with their job duties, the basic educational mission of the District, or the desired image of the District.