Chisago Lakes School District

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

POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Paraprofessional - Academic and Behavior Support	**Department / Building:** Various (District-wide)
Reports To: Building Administration or Program Supervisor	**FLSA Status:** Non-Exempt
Grade / Subgrade: Level B	**Bargaining / Work Unit:** Service Employees International Union
Duty Year: School Year	**Position Last Updated:** 12/11/25

SECTION II: JOB SUMMARY

The Paraprofessional - Academic and Behavior Support provides assistance and intervention for students exhibiting academic and behavioral risk factors, ensuring they can take full advantage of the instructional program and specialized resources. This role involves providing targeted academic, social-emotional, and behavioral support, managing and analyzing student data, implementing formal support plans (IEPs, BSPs, 504s), and building mentoring relationships to promote student success and engagement.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	**Statement of duty/responsibility:** Academic and Social-Emotional Support

Tasks involved in fulfilling above duty/responsibility:

- Implement instructional plans and interventions designed to improve students' academic engagement and social-emotional skills.
- Provide targeted academic support, including assistance with homework, organizational skills, work completion, and time management.
- Tutor students as needed and reinforce specific reading, language, and math skills under the direction of the classroom teacher, ADSIS teacher, or case manager.
- Perform daily check-in activities and conduct thorough weekly goal-setting meetings with assigned students to evaluate collected data and employ problem-solving strategies.
- Contribute to individual students' self-esteem and skill development; provide a consistent mentoring relationship.
- Participate in parent/teacher conferences as requested.

Duty/Responsibility #	2	**Statement of duty/responsibility:** Behavior Intervention

Tasks involved in fulfilling above duty/responsibility:

- Assist in behavior interventions for students within the classroom, in specialized settings (e.g., Resource Room, Stop and Think Room), and other school environments.
- Implement students' Individual Education Plans (IEPs), Behavior Support Plans (BSPs), and the provisions of 504 plans with fidelity.
- Employ processing procedures with students following a behavioral incident to assist in problem-solving and skill development.
- Establish and maintain student discipline by communicating and modeling expectations for appropriate behavior in a manner consistent with district policies.
- Escort students to and from assigned support areas; coordinate assignments with classroom teachers for students assigned to behavior rooms or structured study.
- Serve on the building-level crisis team and respond to students with dysregulated behavior, if required by the assignment.
- Provide advocacy support services to assure student rights are protected in work-based learning settings.

Duty/Responsibility #	3	**Statement of duty/responsibility:** Data Management, Reporting, and Collaboration

Tasks involved in fulfilling above duty/responsibility:

- Collect, communicate, and monitor detailed data regarding student attendance, grades, work completion, behavior, and social-emotional goals.
- Utilize student databases to access academic information, generate attendance/behavior reports, and track intervention data.
- Document student referrals and accurately enter discipline data into the school's information system; maintain an accurate and ongoing log of communications with students and their families.
- Analyze collected data to prepare for and present progress at Student Assistance Team (SAT), ADSIS, and problem-solving meetings.

- Consult and collaborate with general education teachers, counselors, and the Student Assistance Team regarding student selection, progress monitoring, and intervention strategies.
- Conduct classroom observations as assigned to collect required behavioral or academic data.
- Notify appropriate school staff, law enforcement, or social services when information is presented concerning abuse, neglect, suicidal thoughts/threats, or potential harm to others.

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

Tasks involved in fulfilling above duty/responsibility:

- Monitor hallways, supervise assigned areas during activity times, and monitor classrooms for teachers as needed.
- Assist in implementing Special Education processes, including implementing assessment tasks and consultation requirements.
- Maintain confidentiality as mandated by data privacy laws.
- Attend all required meetings.
- Assist in work-based learning duties such as analyzing job tasks, modifying work environments, and assisting with agency coordination (e.g., collecting data and reports).
- Provide playground supervision and monitor bus duty as assigned.
- Perform other duties and responsibilities as directed by the principal or supervisor.

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; CPR/First Aid and manual restraint training may be required based on assignment.

Experience: Proven capacity for success in the role; background and experience implementing behavior support programs, curriculum, and interventions; experience working in an educational setting is desirable.

Essential skills required to perform the work:

- Ability to work cooperatively and collaboratively with diverse staff, students, and families.
- Ability to effectively and clearly relay information (both written and verbal).
- Ability to anticipate classroom needs, work independently, and take direction without constant supervision.
- Ability to follow specific directions and reinforce instruction provided by certified staff.
- Ability to adjust quickly to changing student needs, environments (classroom vs. recess), and schedules throughout the day.
- Demonstrated interest in and ability to provide a warm, caring, and stimulating environment for children of all ages and backgrounds.

- Proficiency with Microsoft products, Google suite, and the ability to effectively utilize and track data within online student management platforms.
- Ability to implement complex support plans (BSP/504/IEP) with fidelity and employ structured problem-solving methods.
- Strong interpersonal skills necessary to maintain effective, positive, and mentoring relationships with students, staff, and parents.
- Effective written and oral communication skills for detailed log entries, data presentation, and ongoing consultation with a multidisciplinary team.
- Ability to lift up to 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.