

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Special Education Resource Paraprofessional	Department: Specialized Services
Reports to: Building Principal Specialized Education Supervisor	FLSA Status: Non-Exempt
Band/Grade/Subgrade: B-2-1	Bargaining/Work Unit: MSEA Para
Tier/Lane: Tier 5	Position Last Updated: June 2024

SECTION II: JOB SUMMARY

To work under the direction of certified special education teacher in supporting students on Individual Education Plans (IEPs). This position must also demonstrate understanding of individual and unique characteristics of students with disabilities and assist them with their special education needs.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: <i>Understand the basic legal foundations of special education.</i>
Percent of Time:	5%	

Tasks involved in fulfilling above duty/responsibility:

- Works under the direction of a certified special education teacher supporting students on Individual Educational Plans (IEPs).
- Demonstrates an understanding of the implementation of IEP goals, services and accommodations.
- Ability to locate and interpret accommodations on students IEP's.
- Follows confidentiality guidance

Duty/Responsibility No:	2	Statement of duty/responsibility: <i>Demonstrate understanding of individual and unique characteristics of students with disabilities and assist them with their special needs.</i>
Percent of Time:	10%	

Tasks involved in fulfilling above duty/responsibility:

- Assists students on IEP's with personal care services and activities of daily living including toileting and eating
- Perform student transfers safely
- Works with students in functional living skills, community and vocational environments
- Assists with bus arrival and departure monitoring
- Monitors and implements accommodations for students on IEP's during unstructured times throughout the day, including playground and lunchroom
- Participates in professional development training offered by district special education and building special education teams.

Duty/Responsibility No:	3	Statement of duty/responsibility: <i>Understand and provide assistance with assessment, data collection, and implementation of individual plans.</i>
Percent of Time:	15%	

Tasks involved in fulfilling above duty/responsibility:

- Monitors student progress
- Monitors behavior contracts
- Charts data
- Identifies the need for behavioral intervention and respond appropriately based on training and knowledge.
- Ability to follow specific student behavior plans such as behavior intervention plans (BIPs), contracts, point systems, etc.

Duty/Responsibility No:	4	Statement of duty/responsibility: <i>Assist certified special education teachers in providing instructional content to students receiving special education.</i>
Percent of Time:	35%	

Tasks involved in fulfilling above duty/responsibility:

- Facilitates small groups, as directed by special education teacher
- Provides students with clear instructions and feedback
- Presents activities in sequential manner and in reasonable timeframes
- Monitors and documents student progress toward goals, as directed by special education teacher
- Provides assistance to special education teacher with curriculum and lesson preparations

Duty/Responsibility No:	5	Statement of duty/responsibility: <i>Support the teaching and learning environment of students with special education needs.</i>
Percent of Time:	35%	

Tasks involved in fulfilling above duty/responsibility:

- Assists certified special education teacher
- Presents classroom work under the direction of teacher
- Assists student in recording classroom assignments in homework folders
- Assists students in organizational skills
- Demonstrates on-the-job professionalism
- Communicates on an on-going basis with special education teachers who direct your work
- Collaborates with educational professionals who also support and work with students on IEP's

Other Duties as Assigned

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

Knowledge Required:

- Understanding professional roles and effectively collaborating with diverse individuals.
- Knowledge of laws, regulations, and district policies regarding students with disabilities.
- Understanding students with special education needs and related services.
- Familiarity with standards for using restrictive procedures and their psychological/physiological impacts on students with Individualized Education Programs (IEPs).
- Understanding crisis prevention techniques and non-physical methods for managing disruptive behavior.

Abilities Required:

- Implementing appropriate lifting and transferring techniques for student safety:
- One-person lift/transfer for students under 50 pounds.
- Two-person lift/transfer for students weighing 50 to 65 pounds.
- Utilizing equipment or performing two-person lift/transfer for students over 65 pounds.
- Ability to maintain strict student confidentiality.
- Consistent attendance.
- Building professional relationships with students, teachers, and peers.

Skills Required:

- Supervising student behavior and consistently applying consequences for appropriate and inappropriate behaviors.
- Adapting lessons to meet individual student needs and facilitate their learning progress.
- Reading and interpreting various documents, administrative policies, and operational procedures.
- Writing accurate reports, memos, and other correspondence as needed for record-keeping.
- Following instructions from licensed personnel and adhering to classroom/program routines.
- Learning and applying academic materials relevant to student support and tutoring.
- Modeling positive learning behaviors and interactions with students.
- Addressing student conflicts and behavioral issues in accordance with district guidelines and individual student plans.
- Assisting students in acquiring basic living skills or addressing health needs.
- Demonstrating understanding of the school culture and a commitment to the vision, mission, and belief statements of Eastern Carver County Schools.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

Associate's degree, at least two years of study at an institution of higher education (a minimum of 60 semester credits), or a passing score on a required ParaEducator assessment within 60 days of hire.

SECTION VI: EXPERIENCE REQUIREMENTS

- Knowledge of and experience with students with special education needs and services.
- Experience in a K-12 school setting desired

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

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.

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

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.