

# EASTERN CARVER COUNTY SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

|                                                                              |                                                |
|------------------------------------------------------------------------------|------------------------------------------------|
| <b>Position Title:</b><br>Special Education Resource Paraprofessional        | <b>Department:</b><br>Specialized Services     |
| <b>Reports to:</b><br>Building Principal<br>Specialized Education Supervisor | <b>FLSA Status:</b><br>Non-Exempt              |
| <b>Band/Grade/Subgrade:</b><br>B-2-1                                         | <b>Bargaining/Work Unit:</b><br>MSEA Para      |
| <b>Tier/Lane:</b><br>Tier 5                                                  | <b>Position Last Updated:</b><br>February 2018 |

### 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

|                                |    |                                                                                                                 |
|--------------------------------|----|-----------------------------------------------------------------------------------------------------------------|
| <b>Duty/Responsibility No:</b> | 1  | <b>Statement of duty/responsibility:</b><br><i>Understand the basic legal foundations of special education.</i> |
| <b>Percent of Time:</b>        | 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.

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

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

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

**Tasks involved in fulfilling above duty/responsibility:**

- Facilitates small groups, as directed by special education teacher
- Provides students with clear instructions
- 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

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

- Understanding of the distinctions between roles and responsibilities of professionals, paraprofessionals, and support personnel

- Knowledge of relevant laws, rules, regulations and local district policies and procedures related to students with disabilities
- Ability to work one-on-one with students with behavior, academic, or health challenges
- Willingness to learn about children with special needs
- Understanding of the effects and side-effects of medications commonly prescribed for students
- Respect confidentiality rights of students on IEP's
- One person lift/transfer for students weighing less than 50#
- Two person lift/transfer all students weighing 50# or more
- Training and use of equipment or two person lift/transfer of all students weighing 65# or more
- Patience
- Attention to detail
- Accurate recording of observations
- Knowledge of a broad range of behavior intervention strategies, including those that reinforce positive behaviors
- Knowledge of standards for using restrictive procedures and knowledge of training required for restrictive procedure use
- Knowledge, abilities and skills to support and implement positive behavioral interventions in a school setting
- Ability to utilize visual strategies to support student understanding of academic and social learning (i.e. 5 point scale, graphic organizers, comic strip conversations, etc.)
- Group facilitation skills
- Ability to follow direction
- Demonstrate regular attendance
- Highly developed communication skills, i.e., oral and/or written
- Ability to record and summarize observed data in a timely fashion
- Flexibility and ability to work with a variety of teachers
- Demonstrate positive, professional relationships with students, teachers, and peers.
- Organizational skills
- Thoroughness
- Personal dependability
- Knowledge and ability to use district initiated technology platforms, student database systems, and student technology to support teaching and learning
- Assist with differentiating curriculum and materials as directed by certified staff
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission and belief statements of Eastern Carver County Schools

## **SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS**

- High school diploma or equivalent preferred

## **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                                                                     |   |
| <b>Physical</b>                                                                    |   | <b>Lifting/Carrying</b>                                                          |   | <b>Exposure to Environ. Conditions</b>                                      |   |
| 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.