

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Specialized Education Center-Based Program SUPPORT Paraprofessional (PSP)	Department: Specialized Services
Reports to: Specialized Education Supervisor Building Principal	FLSA Status: Non-Exempt
Band/Grade/Subgrade: B-2-2	Bargaining/Work Unit: MSEA Para
Tier/Lane: Tier 6	Position Last Updated: May 2026

SECTION II: JOB SUMMARY

Work under the direction of the district behavior strategist team, building principal, and building special education coordinator to support students with Individualized Education Programs (IEPs) and strengthen the overall structure of a center-based program. Serve as a key support to the principal and special education coordinator, increasing their capacity to lead as instructional leaders by proactively planning for student needs and responding effectively to emerging situations. Ensure consistent, timely, and aligned supports across settings. Demonstrate a strong understanding of the unique characteristics of students with disabilities and provide targeted support that aligns with each student's individualized goals and services.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

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

Tasks involved in fulfilling above duty/responsibility:

- Works under the direction of a certified special education staff 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' IEPs
- Follows confidentiality guidance
- Demonstrates understanding of least restrictive environment (LRE) requirements and is committed to improving student independence
- Demonstrates understanding of and completes third-party billing requirements

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

Tasks involved in fulfilling above duty/responsibility:

- Participates in professional development training offered and required by district special education and building special education teams and supports follow-through of learned strategies within the center-based program as directed by the behavior strategist team
- Assists students on IEPs with personal care services and activities of daily living
- Performs student transfers and mobility needs/supports safely
- Works with students in functional living skills, community, employment, and vocational environments
- Assists with bus arrival, departure, monitoring, and riding as IEP indicates and as needed
- Monitors and implements accommodations for students on IEPs during unstructured times throughout the day, including playground, before and after school, and lunchroom

Duty/Responsibility No:	3	Statement of duty/responsibility: Understand and provide assistance with assessment, data collection, and implementation of individual plans.
Percent of Time:	10%	

Tasks involved in fulfilling above duty/responsibility:

- Monitors student progress
- Monitors behavior contracts
- Charts data, including use of technology to track data
- Identifies the need for behavioral intervention and responds appropriately based on training and knowledge.
- Ability to follow specific student plans such as behavior intervention plans (BIPs), contracts, point systems, health plans, work agreements, IEP accommodations, etc
- Completes third-party billing logs and time studies
- Completes documentation and charting as required for transportation, restrictive procedures, health plans, work experience, community outings, and similar duties
- Communicates data and information to the behavioral strategist team for reflection

Duty/Responsibility No:	4	Statement of duty/responsibility: Assist certified special education teachers in providing instructional content to students receiving special education while supporting the teaching and learning environment.
Percent of Time:	40%	

Tasks involved in fulfilling above duty/responsibility:

- Facilitates small groups and supports student learning, as directed by licensed special education staff
- Provides students with clear instructions and feedback
- Presents activities in a sequential manner and in reasonable timeframes
- Provides assistance to licensed special education staff regarding curriculum and lesson preparations
- Presents classroom work under the direction of the teacher
- Assists students with organizational skills
- Demonstrates on-the-job professionalism in school environments, including community learning environments
- Collaborates with educational professionals who also support and work with students on IEPs
- Access and navigate tools, technology, and adaptive devices to support student learning and independence
- Supports in modifying the learning environment and tasks according to student needs as directed by licensed staff

Duty/Responsibility No:	5	Statement of duty/responsibility: Participate in training and implement specialized procedures related to individual student plans (i.e., restrictive procedures, behavioral support, health plans, evacuation plans, transportation, job coach/ work experience)
Percent of Time:	35%	

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Tasks involved in fulfilling above duty/responsibility:

- Participate in annual specialized training procedures as required to maintain certifications and meet the needs of individual student plans, and as directed by licensed staff. Training may include: NVCI (CPI) Non-violent Crisis Intervention annual training and recertification, assistive technology training, transportation training, training on specific health care procedures/ health plans, job coach training, personal care attendant training, evacuation plan training, mental health training, instruction/ curriculum specific training
- As required for individual student plans, implements all components of training and plans described in bullet one, including Crisis Prevention intervention (CPI) when required, which includes physical interventions
- PBIS: Participates in Positive Behavioral Intervention and Supports annual training
- Utilizes alternatives to restrictive procedures (including techniques to identify events and environmental factors that may escalate individual student behavior)
- Uses effective and evidence-based skills to de-escalate students' behaviors
- Recognize emergency procedures and implement appropriate procedures
- Participates in training for Personal Care Assistant (PCA) Certification.
- Documents changes in learner behavior in both academic and social areas as directed by licensed staff
- Under the direction of the behavior strategist team, support follow-through of functional behavior plans for students within the center-based program

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge:

- 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:

- Perform activities of daily living to support students, as needed. For example, assist, cue, observe, redirect, and/or monitor students in their personal care.
- 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 a two-person lift/transfer for students weighing over 65 pounds.
- Ability to maintain strict student confidentiality.
- Consistent attendance.
- Building professional relationships with students, teachers, and peers.
- Ability to work well in a team and collaborate with other adults (coworkers and supervisors)

Skills:

- Non-Violent Crisis Intervention (CPI)
- 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.
- 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	F
Walking	C	Up to 25 pounds	F		
Sitting	F	Up to 50 pounds	F		
Talking in person/on the phone	F	Up to 75 pounds	O	Toxic chemicals	N
Pushing/Pulling	F	Up to 100 pounds	O	Moving parts	O
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	C	Noise Levels		Explosives	N
Climbing, balancing	F	Quiet (i.e., private office)	O	Fumes	N
Stooping (bend at waist)	F	Moderate noise (i.e., business office with typewriters/ printers, light traffic)	C	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, Squatting	F			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	Very loud noise (i.e., jackhammer, front row rock concert)	N	Sight	
Distinguishing temperature	O			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	C

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