

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Specialized Education Center-Based Paraprofessional	Department: Specialized Services
Reports to: Building Principal Specialized Education Supervisor	FLSA Status: Non-Exempt
Band/Grade/Subgrade: B-2-2	Bargaining/Work Unit: MSEA Para
Tier/Lane: Tier 6	Position Last Updated: February 2018

SECTION II: JOB SUMMARY

To work under the direction of a certified special education teacher, supporting students on Individual Educational 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: 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:

- 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 indicated and needed

- Monitors and implements accommodations for students on IEPs during unstructured times throughout the day, including playground, before and after school, and lunchroom
- Participates in professional development training offered and required by district special education and building special education teams

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 respond 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
- Completes documentation and charting as required for transportation, restrictive procedures, health plans, work experience, community outings and similar duties

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 sequential manner and in reasonable timeframes
- Provides assistance to licensed special education staff in regards to curriculum and lesson preparations
- Presents classroom work under the direction of teacher
- Assists students in 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 learning environment and tasks according to student needs as directed by licensed staff
- Support student independence including implementing plans to fade support utilizing least restrictive supports and prompts (across learning environments including community and work experience sites)
- Communicates on an on-going basis with certified special education staff and collaborative partners (i.e., transportation, vocational rehabilitation, employers at work experience sites)

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, evaluation plans, transportation, job coach/ work experience)
Percent of Time:	35%	

Tasks involved in fulfilling above duty/responsibility:

- Participate in specialized training procedures as required for 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 Assistance (PCA) Certification.
- Documents changes in learner behavior in both academic and social areas as directed by licensed staff

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Understanding of the distinctions between roles and responsibilities of professionals, paraprofessionals, and support personnel and flexibility and ability to work with a variety of people.
- Knowledge of relevant laws, rules, regulations and local district policies and procedures related to students with disabilities.
- Knowledge of and experience with students with special education needs and services
- 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 IEPs
- One person lift/transfer for students weighing less than 50#
- Two person lift/transfer all students weighing 50# - 65# or more
- Training and use of equipment or two person lift/transfer of all students weighing 65# or more
- Patience
- 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
- Understanding of the psychological/physiological impact of restrictive procedures and seclusion of students on IEPs
- Knowledge and ability to implement evidence-based crisis prevention; emphasis on early intervention and non-physical methods for preventing or managing disruptive behavior
- Knowledge, abilities and skills to support and implement positive behavioral interventions in a school setting
- Understanding of personality and social/emotional development, and that behavior is patterned and addresses specific functions
- Understanding of the rationale, components, operation and evaluation of the program models in which they are working
- 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.)
- Utilize strategies to treat all students with unconditional positive regard.
- Attention to detail
- Group facilitation skills
- Ability to follow directions
- Demonstrate regular attendance
- Highly developed communication skills, i.e. oral and/or written
- Ability to record and summarize observed data in a timely fashion
- Demonstrates positive, professional relationships with student, teacher and peers
- Organizational skills
- Thoroughness
- Personal dependability
- Knowledge and ability to use e-mail
- 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

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	
<i>Physical</i>		<i>Lifting/Carrying</i>		<i>Exposure to Environ. Conditions</i>	
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	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)	F	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			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	C

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