Little Falls Community Schools
14750 Riverwood Drive | Little Falls, MN 56345
Phone: 320-632-2005 | Fax: 320-632-2010

POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Special Education Paraprofessional	**Department / Building:** Special Education/Building Sites
Reports To: Building Principal	**FLSA Status:** Non-Exempt
Grade / Subgrade: Pay Grade Level 3	**Bargaining / Work Unit:** Student Support Staff
Duty Year: 181 days (approximately)	**Position Last Updated:** 3/24/2025

SECTION II: JOB SUMMARY

The Special Education Paraprofessional provides direct support to students with disabilities, ensuring they can participate in the school environment and learning activities. This role involves assisting students in a variety of educational settings, including resource programs, setting 3 and 4 classrooms, and transition programs. Responsibilities may include academic support, behavior management, communication assistance, personal care, and mobility support, depending on student needs. The Special Education Paraprofessional works collaboratively with licensed staff to promote student independence and success.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	**Statement of duty/responsibility:** Personal Care Support

Tasks involved in fulfilling above duty/responsibility:

- Provide personal care support as needed for students requiring assistance with daily living activities such as eating, toileting, grooming, and dressing.
- Support students with medical and assistive devices when necessary, including orthotics, prosthetics, and adaptive equipment.
- Transfer and position students safely, using appropriate equipment as needed.
- Monitor students for medical needs and communicate concerns to appropriate personnel.
- Accompany students on transportation to and from school or off-campus activities as needed.
- Maintain students' integrity and confidentiality by treating them with respect, dignity, and professionalism while handling personal and educational information with discretion, ensuring compliance with district policies and legal requirements.

Duty/Responsibility #	2	**Statement of duty/responsibility:** Behavioral Support and Monitoring

Tasks involved in fulfilling above duty/responsibility:

- Implement behavior intervention strategies as directed by licensed staff.
- Monitor and support students in regulating emotions and behaviors in various settings.
- Provide de-escalation support and follow behavior management plans.
- Assist in maintaining a structured and supportive learning environment.
- Communicate behavioral observations and concerns to teachers and other staff.

Duty/Responsibility #	3	**Statement of duty/responsibility:** Academic and Classroom Support

Tasks involved in fulfilling above duty/responsibility:

- Assist students across a variety of educational settings, including resource classrooms, self-contained special education settings, and transition programs.

- Support students with academic work under the direction of a teacher.
- Provide one-on-one or small group instruction as needed.
- Use adaptive technology and modify materials to meet student needs.
- Collaborate with teachers and staff to support student learning goals.

Duty/Responsibility #	4	**Statement of duty/responsibility:** Communication and Collaboration

Tasks involved in fulfilling above duty/responsibility:

- Assist with Medicaid billing documentation by recording and submitting service logs for eligible students, following district and state guidelines.
- Ensure accurate reporting of support services provided, collaborating with case managers and special education staff to maintain compliance with third-party reimbursement requirements.
- Report changes in student behavior, health, or academic performance.
- Work collaboratively with school teams to implement student support plans.
- Participate in staff meetings, training, and professional development opportunities.

Perform other duties as assigned or requested.

SECTION IV: WORK REQUIREMENTS AND CHARACTERISTICS

Education/Certification Requirement: High school diploma or equivalent required. Additional coursework in special education, healthcare, or behavioral support preferred. CNA, PCA, or equivalent healthcare certification preferred. CPR and First Aid certification required and must be maintained. Must obtain and maintain highly qualified status as required by the State of Minnesota, in accordance with applicable statutes and rule-based criteria.
Experience: Experience working with students with disabilities or behavioral needs preferred.
Essential Skills:

- Strong ability to follow behavior intervention and individualized education plans.
- Excellent communication and collaboration skills.
- Ability to support students with personal care, mobility, and academic tasks.
- Patience, adaptability, and the ability to manage challenging behaviors.
- Organizational skills and attention to detail.
- Ability to work effectively as part of a team.

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	C	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through body and/or body fluids	O
Walking	C	Up to 25 pounds	F	Toxic chemicals	N
Sitting	F	Up to 50 pounds	O	Moving parts	O
Talking in person/on the phone	F	Up to 75 pounds	N	Electrical shock risk	N
Pushing/pulling	F	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)	F	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	O	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	O	Sight	
Stretching/reaching with hands and arms	C	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	F
Distinguishing smell	N			Looking at computer monitor	C
Distinguishing temperature	N			Color vision (identify and distinguish colors)	O
Traveling by automobile	O			Peripheral, depth perception	O

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 policy, 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.