



ST. MICHAEL - ALBERTVILLE SCHOOLS

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POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Special Education Paraprofessional	Department / Building: Various buildings & Transportation
Reports To: Principal	FLSA Status: Non-Exempt
Grade / Subgrade: Paraprofessionals	Bargaining / Work Unit: Support Staff
Duty Year: 173 days + up to 2 days of mandatory training at discretion of district and with employee notice	Position Last Updated: 07-17-2023

SECTION II: JOB SUMMARY

To assist the teacher in the advancement of the educational experiences of students in an interactive, caring, and supportive manner. To perform focused roles and responsibilities with one student or a particular student population who are determined to need more intense support, reinforcement, remediation, and attention.

Special education paraprofessionals may be assigned, with reasonable notice, to different buildings and transportation routes based on student and programming needs. Special education work schedules may vary from 4 hours to 8 hours per day based on student and programming needs.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	Statement of duty/responsibility: Classroom support
Percent of Time	70%	

Tasks involved in fulfilling above duty/responsibility:

- Assists with individual or small group instruction to support and reinforce the instructional and experiential plans established by the teacher.



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- Reports, modifies, adjusts and monitors individualized instruction in academic subject areas, functional skills, and behavior programs for special education students in varying settings including 1:1 and classroom settings.
- Assists in the preparation of instructional, informational, and programmatic materials and special projects in the classroom.
- Writes and maintains concise observational data including maintaining and monitoring a log record, computerized data, behavior charts, and students' attendance records as directed and on a daily basis.
- Confers regularly with the teacher to help monitor student progress, offer observations and suggestions based on student / staff interactions during the course of day-to-day activities, and receive further direction and work assignments.
- Assists teacher in monitoring students, maintaining order and discipline, and attending to individual student needs.
- Assists with the transportation of special education students as directed by supervisor or district personnel assigned to schedule bus routes.
- Assists in maintaining neatness and orderliness of the classroom environment.
- Performs clerical tasks such as student attendance reports, maintenance of student records and preparation of materials for distribution to parents.
- Assists in the planning and supervision of various field trips and other school events.
- Organizes, sets up and assists students with various computer equipment in a laboratory / media center environment to help ensure their understanding and success with individual and group projects.
- Monitors passage of students in the hallways, and other areas, and as they load/unload buses to ensure the safety of all students.

Duty/Responsibility #	2	Statement of duty/responsibility: High Needs Student Support
Percent of Time	25%	

Tasks involved in fulfilling above duty/responsibility:

- Assists the teaching staff in meeting the needs of students with disabilities as defined by the state and federal statutes.
- Participates in or provides input for parent and staff meetings when requested.
- Assists students with mobility problems (lifting, moving students).
- Assists designated students with varying basic medical or maintenance needs as directed and under the supervision of a licensed healthcare professional
- Familiar with the special education needs, goals, and objectives of each student.
- Accompanies students to specialists.
- Participates in mandatory training on third party reimbursements and implements third party reimbursements tasks as directed.



Duty/Responsibility #	3	Statement of duty/responsibility: Special Projects
Percent of Time	5%	

Tasks involved in fulfilling above duty/responsibility:

- Performs other job-related duties as requested or assigned.

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Basic knowledge of reading, writing, and math concepts sufficient to assist assigned students.
- Ability to work purposefully, confidently, and independently within authority and responsibility parameters of the position with minimal supervision.
- Demonstrated listening skills.
- Ability and willingness to collaborate and cooperate with other staff in accomplishing the goals of the school program.
- Knowledge and ability to maintain a good working knowledge of the site, area(s) and student population(s) to which assigned.
- Ability to develop and maintain effective working relationships with students, staff, and parents.
- Ability to communicate in oral or written form in a grammatically correct manner.
- Ability to read and interpret simple directions and comprehend written information.
- Ability to interpret directions and clearly articulate expectations to students.
- Ability to demonstrate caring and warmth for children and an understanding of children’s needs.
- Knowledge of and the ability to incorporate into the job, general concepts covering child and adolescent health and development.
- Knowledge, skill, and ability to respond calmly and appropriately in emergency situations.
- Knowledge of and compliance with all District policies and procedures applicable to effectively performing this position as outlined in the job description.
- The knowledge, skill, and ability to set up, maintain, and ensure the security and confidentiality of data and information, particularly student related records.
- Understanding of and ability to work effectively with students with disabilities (severely mentally and physically impaired children) including dealing with seizures, medical emergencies.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- High school education or its GED equivalent.
- Upon district request, and the anticipated scope of duties for a specific position, the district may require evidence of successful completion of the Personal Care Assistant Training certification test



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through the Minnesota Department of Human Services. The certification test is available online and must be completed as part of the pre-employment process when required by the school district.

- In accordance with the Minnesota Department of Education (MDE) and government guidance, the district reserves the right to require special education paraprofessionals to demonstrate and/or attain certain credentials within one year of employment with reasonable notice where otherwise mandated and/or required to qualify for funding which may include, but is not limited to, the following qualifications:
 - At least two years of college credits through an accredited institution of higher education;
 - An associate's or higher degree; or
 - A passing score on a valid and reliable formal assessment as identified by the school district or State.

SECTION VI: EXPERIENCE REQUIREMENTS

- One year of experience working with children in an educational setting is preferred.

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

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	O Up to 10 pounds	C Possible exposure to blood-borne pathogens through body and/or body fluids	O



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Walking	O	Up to 25 pounds	O	Toxic chemicals	N
Sitting	C	Up to 50 pounds	O	Moving parts	N
Talking in person/on the phone	F	Up to 75 pounds	N	Electrical shock risk	N
Pushing/pulling	O	Up to 100 pounds	N	Explosives	N
Hearing	F	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)	O	Moderate noise (i.e. business office with printers, light traffic)	F	Varying weather conditions	N
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	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	O
Distinguishing smell	N			Looking at computer monitor	F
Distinguishing temperature	N			Color vision (identify and distinguish colors)	F
Traveling by automobile	O			Peripheral, depth perception	F

NOTICES

Notice of Nondiscrimination

St. Michael-Albertville School District 885 does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. District 885 also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator for personnel, Douglas Birk, Director of Administrative Services, at 763-497-6504.

Equal Employment Opportunity Employer Notice

The St. Michael-Albertville School District 885 is an equal employment opportunity employer who applies veteran's preference during hiring in accordance with applicable laws and district policy. The STMA District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, marital status, sex, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status.

District Intent With Respect to Staff Hired On Or Before July 17, 2023

Special education paraprofessionals hired on or before July 17, 2023 will not be involuntarily assigned to special education transportation routes and will maintain similar work schedules to the degree the district can otherwise accommodate these hours and meet student and programming needs. These staff,



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however, may be reassigned, with reasonable notice to different buildings as has been the past practice for the school district.