BARNESVILLE HIGH SCHOOL

High School Paraprofessional

Supporting student learning, participation, safety, and independence

The High School Paraprofessional supports student learning, behavior, safety, and independence at Barnesville High School. Working under licensed staff direction, the paraprofessional assists students individually and in small groups in general education, special education, and other assigned settings. Duties include implementing student supports and helping adolescents participate in school and prepare for greater independence.

Position at a Glance

EMPLOYMENT Hourly paraprofessional | Schedule as assigned	**REPORTS TO** High School Principal
WORK SETTING Barnesville High School and assigned settings	**DAILY DIRECTION** Licensed teachers and designated staff
WRITTEN AND REVISED Fall 2026	**JOB EVALUATION DATE** TBD

Role Focus

40%	**INSTRUCTIONAL AND CLASSROOM SUPPORT** | Classroom learning, IEP supports, and practice
20%	**BEHAVIOR AND SOCIAL SUPPORT** | Behavior plans, regulation, and relationships
15%	**SUPERVISION AND PERSONAL CARE** | Supervision, personal care, and safe routines
10%	**INDEPENDENCE AND TRANSITION SKILLS** | Independence, transitions, and life skills
10%	**TEAMWORK AND STUDENT RECORDS** | Collaboration, progress data, and records
5%	**PREPARATION AND PROFESSIONAL PRACTICE** | Preparation, training, and professional conduct

Percentages are estimates for review; actual duties vary with student needs and assignments.

Qualification Snapshot

High school diploma or equivalent; special education and Title I assignments also require one qualifying pathway:

COLLEGE PATHWAY	ASSESSMENT PATHWAY	COMPETENCY PATHWAY
At least two years of college coursework from an accredited institution, typically 60 semester credits, or an associate's degree or higher.	A passing score on an assessment approved by the Minnesota Department of Education for the assigned program.	Demonstrates required paraprofessional competencies through district validation and documentation meeting applicable program requirements.

Core Capabilities

- Builds respectful relationships with adolescents.
- Follows teacher direction and written student plans.
- Supports learning while encouraging independence.
- Uses consistent behavior and safety procedures.
- Records observations accurately and protects privacy.
- Communicates clearly and works well with school staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

01 Instructional and Classroom Support — 40%

Teacher-directed lessons, accommodations, assignments, and participation

- Provides individual and small group support in general education and special education settings under the direction of licensed teachers.
- Reinforces teacher-planned instruction in reading, writing, mathematics, and other high school subjects using assigned materials and strategies.
- Implements assigned accommodations and supports in students' Individualized Education Programs (IEPs) or other written plans as directed by licensed staff.
- Helps students understand directions, organize materials, manage assignments, and begin and complete learning tasks while encouraging their own effort.
- Uses approved assistive technology, communication tools, visual supports, and adapted materials after receiving appropriate training.
- Assists with teacher-assigned practice and assessments within training and testing procedures; refers grading and instructional decisions to the teacher.

02 Behavior and Social Support — 20%

Positive behavior, coping skills, peer interaction, and consistent routines

- Implements assigned behavior support plans and consistently uses teacher-directed expectations, prompts, reinforcement, and redirection.
- Helps students practice coping and self-regulation skills, request assistance, and use scheduled breaks or other supports identified by the team.
- Models respectful communication and supports positive interactions with peers while encouraging inclusion in classroom and school activities.
- Recognizes early signs of frustration or distress, uses approved de-escalation strategies, and seeks staff assistance when needed.
- Responds to unsafe situations according to district procedures, student plans, and completed training, and promptly reports incidents to designated staff.
- Records factual behavior observations and student responses to strategies without independently changing behavior plans or assigning disciplinary consequences.

03 Supervision and Personal Care — 15%

Student safety, daily living needs, mobility, and authorized health support

- Supervises assigned students in classrooms, hallways, the cafeteria, arrival and dismissal areas, and other school settings according to assigned schedules.
- Assists with toileting, hygiene, dressing, meals, and other daily living needs when assigned, protecting student privacy and dignity.
- Assists with mobility, positioning, and transfers only after training, using designated equipment and additional staff assistance as required.
- Performs assigned health tasks only after School Nurse training and authorization, follows written directions, and promptly reports health concerns.
- Follows emergency, evacuation, and infection prevention procedures and reports hazards, injuries, or concerns about student safety.

04 Independence and Transition Skills

10%

Self-advocacy, daily routines, vocational learning, and community participation

- Helps students navigate class changes, follow schedules, organize belongings, and prepare for activities with increasing independence.
- Encourages self-advocacy, choices, and use of taught strategies, reducing prompts and assistance as directed by the supervising teacher.
- Reinforces teacher-planned daily living, vocational, and transition skills that support student goals for life after high school.
- Supports assigned community learning, work experiences, and field trips under staff direction, following student plans and site safety procedures.
- Assists with boarding and travel supervision when assigned; drives students only with district authorization and required driver qualifications and training.

05 Teamwork and Student Records

10%

Staff communication, objective observations, service records, and privacy

- Coordinates daily support with teachers, case managers, related service providers, and administrators and communicates changes in student needs promptly.
- Collects accurate academic, behavioral, and service data using teacher-designated methods and shares observations that help staff review student progress.
- Completes, signs, and submits required time and effort records accurately and on time, documenting actual time spent on special education and other assigned duties.
- Participates in student meetings when requested and communicates with families as directed, referring questions about plans, grades, or services to licensed staff.
- Maintains confidential student records and professional boundaries and shares information only as authorized for assigned school responsibilities.

06 Preparation and Professional Practice

5%

Materials, training, attendance, and dependable support for students

- Reviews relevant student plans and daily directions with supervising staff before providing support and asks for clarification when needed.
- Prepares teacher-requested materials and organizes learning spaces and equipment to support scheduled instruction and student access.
- Completes required orientation, annual professional development, and training specific to assigned students, equipment, and duties.
- Maintains dependable attendance, follows assigned schedules, communicates coverage needs, and applies feedback to improve student support.
- Follows district policies and student protection procedures and performs related duties assigned by the Principal within the position's scope and training.

Training and Assignment Requirements

Meets qualifications for the assigned program and completes required training before performing specialized duties. Receives student-specific direction from licensed staff. Personal care, health, community, and transportation responsibilities depend on the assignment. Experience working with adolescents or students with disabilities is preferred.

07 Professional Context

Decision-making, working conditions, physical effort, and mental effort

Decision Making and Major Challenges

Follows teacher direction, student plans, and district procedures while using judgment to provide timely support. Refers instructional changes, IEP decisions, discipline, and specialized care questions to licensed staff or the Principal. Balances assistance with student independence.

Working Conditions

Works in general and special education classrooms and other high school settings. Community sites and school vehicles may be included when assigned. May encounter noise, weather, bodily fluids, and physically or emotionally demanding situations.

Physical Effort

Requires sitting, standing, walking, bending, and handling materials. Assigned student care may include mobility assistance or transfers using trained methods, equipment, and staff support. Essential duties may be performed with reasonable accommodation.

Mental Effort

Requires sustained attention, patience, accurate observation, and calm responses to changing needs. Follows individualized directions, protects confidential information, and maintains appropriate relationships with adolescents.

08 Accountability and Expected Outcomes

Position accountability and performance expectations

The High School Principal evaluates performance according to district procedures, with input from supervising teachers and other staff who direct assigned student supports.

Supervision of Others

Supervises assigned students under staff direction. Has no formal employee supervision or evaluation responsibilities.

Equipment and Technology

Uses classroom technology, communication devices, adapted materials, data collection tools, and district systems. Uses mobility, personal care, or safety equipment only after training.

Job Outcomes

- Students receive consistent support for classroom learning and participation.
- Assigned accommodations and behavior supports are implemented as directed.
- Students practice independence, self-advocacy, and transition skills.
- Student safety, personal care, and privacy receive appropriate attention.
- Teachers receive accurate records and timely information about student needs.
- Reliable teamwork and preparation support continuity across school settings.

Position Description Statement

This description summarizes the general nature of the work expected of an individual assigned to this position. Employees may be required to perform other job-related duties requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.