



Chisago Lakes School District

29678 Karmel Ave | Chisago City | MN
www.isd2144.org

POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Paraprofessional - Classroom Support	Department / Building: Various (District-wide)
Reports To: Building Administration or Program Supervisor	FLSA Status: Non-Exempt
Grade / Subgrade: Level A	Bargaining / Work Unit: Service Employees International Union
Duty Year: School Year	Position Last Updated: 11/20/25

SECTION II: JOB SUMMARY

The Paraprofessional - Classroom Support position provides essential assistance to certified teaching staff, administration, and students across various grade levels and educational settings. The primary goal is to provide the necessary support for students to have a rewarding educational experience and to maintain a safe, positive school and learning environment. This role focuses on direct instructional support, student supervision, and general classroom operational assistance.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	Statement of duty/responsibility: Direct Instructional and Student Support
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Tasks involved in fulfilling above duty/responsibility:

- Reinforce specific academic skills (e.g., reading, language, math) under the direction of a teacher or supervisor.
- Tutor individual students or small groups as needed under the direction of a teacher.
- Prepare reinforcement, supplementary, and other instructional materials as needed.
- Gather and record student data.

- Assist teachers with classroom preparation, clean-up, and instructional activities.
- Contribute to the individual student's self-esteem and skill development throughout the school year.

Duty/Responsibility #	2	Statement of duty/responsibility: Student Safety and Supervision
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Tasks involved in fulfilling above duty/responsibility:

- Supervise students in various settings as assigned, including but not limited to: classrooms, lunchrooms, recess/playtime, hallways, bus lines, and before/after school programs (e.g., Kids Club, ECFE sibling care).
- Supervise students while transitioning to and from lunch, recess, and other locations.
- Ensure the physical safety of children in all supervised environments.
- Implement basic behavioral strategies under the direction of the teacher/supervisor to maintain an orderly learning environment.

Duty/Responsibility #	3	Statement of duty/responsibility: General Program and Operational Duties
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Tasks involved in fulfilling above duty/responsibility:

- Assist teachers and staff with program and classroom operations, set-up, clean-up, and closing duties.
- Clean and sanitize lunch and other assigned areas.
- Keep attendance records and note any special concerns.
- Work cooperatively with all building and program staff.
- Perform other general building and program duties as assigned by building administration or program supervisor.

Duty/Responsibility #	4	Statement of duty/responsibility: Communication and Professionalism
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Tasks involved in fulfilling above duty/responsibility:

- Communicate effectively with teachers and supervisors regarding student progress and needs.
- Maintain strict confidentiality concerning students, staff, and district matters as mandated by data privacy laws.
- Attend required staff development workshops and meetings as directed by the supervisor.
- Acquire certification to be a test proctor for progress monitoring, if required by the assignment.
- Fulfill all other duties and tasks as assigned by the building administration or program supervisor.

SECTION IV: EDUCATION, EXPERIENCE AND ESSENTIAL SKILLS REQUIREMENTS

Education/Certification Requirement: High School diploma or equivalent.

Experience: Proven capacity for success in the role; experience working with children (minimum of two years may be required for certain specialized program roles).

Essential skills required to perform the work:

- Ability to work cooperatively and collaboratively with diverse staff, students, and families.
- Ability to effectively and clearly relay information (both written and verbal).
- Ability to anticipate classroom needs, work independently, and take direction without constant supervision.
- Ability to follow specific directions and reinforce instruction provided by certified staff.
- Ability to adjust quickly to changing student needs, environments (classroom vs. recess), and schedules throughout the day.
- Demonstrated interest in and ability to provide a warm, caring, and stimulating environment for children of all ages and backgrounds.
- Technology skills, including experience with products such as Microsoft Office and Google.
- Ability to lift up to 50 pounds.

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	F	Up to 10 pounds	Possible exposure to blood-borne pathogens through body and/or body fluids O
Walking	F	Up to 25 pounds	F 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	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)	O	Moderate noise (i.e. business office with printers, light traffic)	F	Varying weather conditions	F
Crouching, crawling, kneeling, squatting	O	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	F	Sight	
Stretching/reaching with hands and arms	F	Very loud noise (i.e. jack hammer, front row rock concert)	O	Vision for close work/ability to adjust focus	C
Distinguishing smell	O			Looking at computer monitor	C
Distinguishing temperature	O			Color vision (identify and distinguish colors)	F
Traveling by automobile	O			Peripheral, depth perception	F

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 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.