

SECTION I: GENERAL INFORMATION

Position Title: Career and College Instructional Paraprofessional	Department: Teaching and Learning
Reports to: Building Principal	FLSA Status: Non-Exempt
Classification: CLASS IV, Instructional	Bargaining/ Work Unit: Paraprofessional
Position Last Updated:	Next Position Description Update:

SECTION II: JOB SUMMARY

The Career and College Instructional Paraprofessional supports RPS students and families, primarily in grades 9–12, by helping facilitate activities and access to resources that support career and college planning.

With a goal of 100% college acceptance for students interested in attending college, this position works in collaboration with faculty, counselors, and school administration to assist students in identifying their strengths and interests, exploring career options, and accessing post-secondary opportunities that align with their goals.

The paraprofessional provides support with college searches, applications, financial aid and scholarship information, Dream Act eligibility, apprenticeships, and other alternative pathways. This role plays an important part in helping students navigate the transition from high school to life after graduation through ongoing encouragement, guidance, and access to relevant information.

SECTION III: DUTIES AND RESPONSIBILITIES

- Builds and maintains positive relationships with students, staff, families, and community partners.
- Coordinates communication and outreach efforts with colleges, universities, businesses, and community organizations.
- Guides students and families in exploring career pathways and post-secondary education options.
- Plans and facilitates student activities such as one-on-one meetings, group workshops, classroom presentations, and college visits.
- Maintains and updates print and electronic resources related to colleges, scholarships, financial aid, and careers.
- Collaborates with the communications team to keep college and career readiness (CCR) web content up to date.
- Publishes CCR event details and timelines through newsletters and internal communications.
- Communicates regularly and respectfully with students, families, and staff through various channels (phone, email, in person).

- Distributes CCR information to advisory teachers and gathers required materials such as recommendation forms and documentation.
- Schedules and coordinates visits from college representatives and supports local job fair logistics.
- Shares student job opportunities and promotes community-based learning experiences.
- Performs other duties as assigned that align with the scope and responsibilities of the position.

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

Knowledge:

- Basic understanding of post-secondary options including college, trade programs, apprenticeships, and workforce pathways.
- Familiarity with the college application process, financial aid basics, scholarship resources, and the Dream Act.
- Understanding of career exploration and guidance tools appropriate for high school students.

Skills:

- Strong organizational skills, with the ability to assist in planning and executing college and career readiness events (e.g., college visits, job fairs).
- Ability to maintain accurate record and update resource materials, both digital and print, for students and families.
- Proficiency with basic office software and communication tools (email, spreadsheets, etc.) to assist in managing student data and event logistics.
- Excellent interpersonal communication skills, with the ability to interact effectively with students, families, and school staff.

Abilities:

- Build and maintain positive, supportive relationships with students, families, staff, and community partners.
- Collaborate effectively as part of a school team, including counselors, teachers, and administrators.
- Demonstrate reliability, professionalism, and a strong work ethic.
- Provide basic support with online assessments and digital tools.
- Follow instructions accurately and manage tasks with attention to detail.
- Prioritize and manage multiple projects while meeting deadlines.
- Accept feedback and take responsibility for personal growth and improvement.
- Read and interpret standard documents such as instructions, procedures, and manuals.
- Solve practical problems and navigate a variety of situations independently and with guidance when needed.
- Maintain confidentiality and demonstrate integrity in all interactions.

SECTION V: EDUCATION/CERTIFICATION REQUIREMENTS

- Paraprofessional Requirements for Highly Qualified:
 - Completed two years of study (equaling 60 or more credit hours) from an accredited institution of higher education (Transcripts).
 - An Associate's degree or higher (Transcripts).
 - Obtained a passing score of 460 on the MN approved assessment ParaPro test or ParaEducator, which measures math and reading skills (Certificate).

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- Bilingual communication skills in Spanish preferred.

SECTION VI: EXPERIENCE REQUIREMENTS

- Experience working in a K-12 or similar environment is preferred.

SECTION VII: PHYSICAL REQUIREMENTS & WORK ENVIRONMENT

Physical Requirements:

- Required to be able to sit, speak, hear and use hands.
- Mobility within the office setting.
- The specific vision requirements of the job include good close vision, color vision, peripheral vision, depth perception and the ability to read written or typed information and to adjust focus.
- There may be some lifting and moving of office materials or equipment typically less than 50 pounds.

Work Environment:

- The noise level in the work environment is usually moderate.
- The employee must work with the public, staff and supervisors.
- The employee will routinely work indoors.
- Inner district travel may be required.

SECTION VIII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission. Richfield Public Schools inspires and empowers each individual to learn, grow and excel. Perform assigned responsibilities in a manner consistent with the District's established Core Values.
- Advance the District's mission and values through careful attention to the key issues of Learning, Environment, and Resources.