



## EPSD124 Job Description

### PARAPROFESSIONAL

<b>TITLE:</b>	<i>Paraprofessional</i>
<b>LICENSURE:</b>	Paraprofessional certification registered with ISBE required-RBT preferred
<b>FLSA STATUS:</b>	<i>Non-Exempt</i>
<b>REPORTS TO:</b>	<i>Building Principal</i>
<b>SUPERVISORY RESPONSIBILITIES</b>	<i>None</i>
<b>EVALUATION</b>	<i>Based on CBA Guidelines</i>

**JOB GOAL:** The role of the Paraprofessional is to support students' social, emotional, and academic growth by implementing behavior strategies that promote positive outcomes. The Paraprofessional builds trusting relationships with students to increase engagement and motivation, monitors and prompts appropriate behavior in and out of the classroom, and provides individualized support to address students' physical, emotional, and academic needs.

#### ESSENTIAL DUTIES:

- Provide direct one-to-one or small-group behavioral and instructional support to assigned student(s) under the supervision of a Board Certified Behavior Analyst (BCBA) and/or classroom teacher.
- Implement behavior intervention plans (BIPs) and data collection procedures as developed by the BCBA and educational team.
- Utilize evidence-based behavioral strategies to promote skill acquisition, appropriate communication, social skills, and positive behavior.
- Collect, record, and summarize behavioral and academic data accurately and consistently for review by the BCBA and instructional staff.
- Assist with the implementation of individualized education programs (IEPs) and instructional modifications under the guidance of the teacher and BCBA.
- Support students in engaging with classroom routines, lessons, and activities, using prompting, reinforcement, and other applied behavior analysis (ABA) strategies.
- Collaborate effectively with teachers, related service providers, and administrators to support student progress and ensure consistency across environments.
- Maintain confidentiality regarding all student and staff information in accordance with district policies and ethical standards.
- Participate in ongoing training and professional development related to behavior analysis, crisis prevention, and instructional support.
- Assist students with daily living skills (e.g., toileting, feeding, dressing) as necessary to support independence and participation.
- Follow district safety and crisis management procedures to ensure the well-being of all students.
- Support supervision of non-instructional times (e.g., lunchroom, playground, bus) as directed to maintain consistency in behavior supports.
- Perform other related duties as assigned by the supervising BCBA or administrator to support student success.

#### QUALIFICATIONS:

- Paraprofessional certification registered with ISBE is required
- Registered Behavior Technician (preferred)
- Crisis Prevention Institute (CPI) certified (preferred)
- Experience working with children and youth in classroom settings is preferred
- Excellent written and verbal communication
- Ability to assist in classroom instruction and learning

- Great attention to detail
- Ability to work effectively with children, supporting their social & emotional needs
- Ability to remain calm and patient at all times
- Maintain boundaries as a professional and understand your role versus the students
- Excellent teamwork skills
- Knowledge of the classroom subject
- Will be required as needed to work in all five school buildings when necessary
- Bilingual preferred but not required

## **MENTAL DEMANDS**

### *Knowledge*

The employee must have foundational knowledge in a specific field. Ability to read, analyze, and interpret procedures and regulations. Ability to communicate verbally and perform technical writing, correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of staff, students, administrators and the general public. Ability to perform duties with awareness of all district requirements and Board of Education policies.

### *Ability*

The employee shall support the district in the communication of the district's mission and goals; engage in the collaborative dialogue with peers; maintain records and prepare reports; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and timelines; take professional initiative; plan and organize work independently; develop effective staff development; read a variety of materials; efficiently employ differentiated management methods; learn new methods of management through ongoing professional development; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

### *Education/Preparation*

The employee shall possess the equivalent of a high school diploma; successful employment in a similar role; successful completion of any applicable proficiency exams; and possess/maintain appropriate current and/or future licensure expectations through the State of Illinois.

### *Reasoning*

The employee must have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

## **PHYSICAL DEMANDS**

While performing the duties of this job, the employee is regularly required to stand, walk, talk, or hear, and taste or smell. The employee frequently is required to use their hands to handle or feel instructional and technological resources. The employee is occasionally required to sit, climb, or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

## **WORK ENVIRONMENT**

The employee shall possess exemplary oral and written communication skills. The employee shall be proficient with technological aspects of the position, including computing software and hardware, as well as video and camera equipment and software. The employee shall use board-approved resources and technology. While performing the duties of this job, the employee occasionally works in a building setting with children, works in outdoor weather conditions, and is subject to noises associated with both an educational environment and other settings such as the gymnasium, lunchroom, library, buses, traffic, construction sites, server rooms, and boiler rooms.

*The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.*

## **ADOPTED**

## **UPDATED**

November 2025