



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

PARAPROFESSIONAL

Situated on the shores of Lake Michigan and just north of Chicago, Evanston/Skokie School District 65 is a pre-K through 8th grade public school district serving approximately 6,500 students from the City of Evanston and a small neighboring section of the Village of Skokie. The district represents a wide range of ethnic, economic, racial, and cultural backgrounds and serves a community that not only supports but truly embraces public education. District 65 focuses on educating the “whole child” and is deeply committed to social and emotional learning as well as fostering a safe and supportive school climate for our students.

Working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society.

Job Summary:

The job of Paraprofessional is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for assisting in the supervision, care and instruction of special needs students in the regular classroom or in a self-contained classroom; assisting in implementing plans for instruction; monitoring student behavior during non-classroom time; providing information to appropriate school personnel; and attending IEP meetings. This job reports to the Principal.

The Paraprofessional will be held accountable for the following responsibilities:

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Administers immediate first aid and medical assistance, as needed, and as instructed by a health care professional (e.g. diapering, tube feeding, colostomy bags, medication, etc.) for the purpose of meeting immediate health care needs.
- Assists medically fragile or physically disabled students for the purpose of maintaining students personal hygiene.
- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff, professional support personnel, and parents for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher, behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learning concepts.
- Maintains instructional materials and/or manual and electronic files/records for the purpose of ensuring availability of items; providing written reference; and/or meeting mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.



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- Provides, under the supervision of the assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans; and ensuring students success in school.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

In order to be successful and achieve the above responsibilities, the Paraprofessional must possess the following qualifications:

Education Required:

- Bachelor's degree from an accredited college or university in a job-related area.

Certificates and licenses:

Must have one of the following:

- Professional Educator License,
- Substitute Teaching License,
- Educator License with Stipulations (TBE) or
- Educator License with Stipulations (PARA).

Experience Preferred:

- Job related experience is desired.
- Targeted, job related education with study in a job-related area.

Knowledge, Skills, and Abilities:

- KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.; age appropriate activities/behaviors.
- SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including preparing and maintaining accurate records.; administering first aid; administer first aid and/or prescribed medications; using pertinent software applications.



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- **ABILITY** is required to schedule activities; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific Ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.; meeting deadlines and schedules; working with detailed information/data.

DISTRICT EXPECTATIONS: All employees are expected to demonstrate regular and predictable attendance; to support the District's vision, mission, goals, and Strategic Plan; to engage in civility, respect, professionalism, and collaborative teaming; and to maintain the professional knowledge and skills necessary to perform the essential duties and responsibilities of their positions.

NOTE: School Board Policy ensures equal opportunity for all in its personnel policies and practices and does not discriminate on the basis of race, color, gender, religion, national origin, marital status, sexual orientation, gender preference, political beliefs, social/family background, disability or age.