Killeen Independent School District

Job Description

Job Title: Physical Needs Aide II - One on One aide assigned per a student's IEP

Reports to: Director of Special Education or Special Education Supervisory Staff

Dept./School: Special Education

Exemption Status/Test: Non-Exempt/Aux

Date Revised: 12/12/25

Pay Grade: IS2 / 187A

Primary Purpose:

Assists individual students in accessing their Free and Appropriate Public Education, and in order to do so, the IEP team deems a one on one (physical needs aide) as necessary.

Qualifications:

Education/Certification:

A minimum of 48 college credit hours from an accredited institution of higher education, including at least one course in Child Development, Psychology, Sociology, or Education.

OR

A high school diploma or GED **and** completion of a paraprofessional academy, along with qualification for the applicable aide level through one of the following:

Aide I: Verifiable experience working with children. Documentation must be provided on official letterhead and include the activities performed, ages of the children, dates of service, and the signature of the individual providing verification.

Aide II: A minimum of two years of verifiable experience working with children **or** 15 college credit hours, including at least one course in Child Development, Psychology, Sociology, or Education.

Aide III: A minimum of three years of verifiable experience working with children **or** 30 college credit hours, including at least one course in Child Development, Psychology, Sociology, or Education.

State Board for Educator Certification (SBEC) for the Educational Aide certification level applicable to the position for which the applicant is being considered. Title I/Every Student Succeeds Act (ESSA) campuses require applicants to meet all applicable federal and district requirements.

Special Knowledge/Skills:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and ability required.

Major Responsibilities and Duties:

Works with individual students to reinforce learning of material or skills initially introduced by the teacher.

Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.

Assists the teacher in the implementation of the assigned student's behavior plan, following all procedures asoutlined in the IEP when applicable.

Assists with the supervision of assigned student during emergency drills, assemblies, play periods, and field trips.

Reads to students, listens to students read, and participates in other forms of oral communication with students when applicable.

Attends after-school meetings/training sessions as required by program guidelines.

Assists students in the library, media center, or computer lab.

Assists with operation and care for equipment and materials assigned by special education staff and teachers(wheelchairs, standards, assistive technology, etc.) when applicable.

Performs physical exercises/activities with students under the direction of occupational or physical therapistsand assistive technology staff when applicable.

Assists in the gathering and compiling of documentation to track and monitor student's related service activities to include gathering behavioral documentation such as taking notes, recording number of behavioralincidents, etc.

Acts as the liaison between necessary district special education personnel and campus personnel with regardsto student's related service needs when needed.

Maintains student folders and completes all necessary clerical work on a daily basis.

Provides student reports as requested by Special Education personnel.

Performs other tasks as may be assigned by supervisory special education staff.

Supervisory Responsibilities:

This job has no supervisory responsibilities; however, the position works closely with students,teachers, faculty, volunteers and other special education staff.

Mental Demands/Physical Demands/Environmental Factors:
Tools/Equipment Used: Ability to use peripheral devices, high level language programming concepts, data management software, and application development tools.

Posture/Physical Demands: Prolonged sitting; regular kneeling/squatting, bending/stooping, pushing/pulling, twisting. The physical demands described here are representative of those that must be

met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to sit and talk or hear, to use hands to finger, handle, or feel, and to stand and walk. The employee is required to regularly lift and carry (less than 15 pounds). Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Motion: Repetitive hand motion; frequent keyboarding and use of mouse; regular walking, grasping/squeezing, wrist flexion/extension, reaching; may climb ladders.

Lifting: Regular moderate lifting and carrying (up to 44 pounds); occasional heavy lifting and carrying (45 pounds and over).

Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Occasional district-wide travel to multiple campuses, as assigned. The noise level in the work environment is usually moderate.

Mental Demands: Work with frequent interruptions; emotional control under stress.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.