TITLE:	Special Education Aide	STATUS:	Non-Exempt (At-Will)
REPORTS TO:	Principal or Designee	TERMS:	179 Days
DEPARTMENT:	Assigned Campus	PAY GRADE:	PT4

PRIMARY PURPOSE:

To provide a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials.

QUALIFICATIONS:

Education/Certification:

High School diploma or GED

Valid Educational Aide Certificate issued by the State Board of Educator Certification

Must meet all highly qualified "Every Student Succeeds Act" (ESSA) requirements

Special Knowledge/Skills:

Ability to successfully interact with students, professional employees, parents, and district patrons

Ability to read and understand operating instructions and assist with the writing of reports

Bilingual desirable depending on campus programs and needs

Ability to work across multiple school settings

Ability to communicate effectively

Experience:

Technical knowledge of data processing systems

General computer skills/experience

Such additions and alternatives to the above qualifications as the Board of Trustees may find appropriate and acceptable

WORKING CONDITIONS:

Mental Demands/ Physical Demands/Environmental Factors:

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing and pulling; regular heavy lifting of students. The employee must maintain emotional and physical control under stress. Biological exposure to bacteria and communicable diseases. Ability to lift and transport 40 pounds over a distance of 10 feet without assistance.

ESSENTIAL FUNCTIONS:

To provide instructional, behavioral, and functional support to students with disabilities across a range of specialized programs and settings. This position supports students receiving special education services in inclusive classrooms, pull-out settings, self-contained programs, early childhood environments, and adult transition services. The PT4 paraprofessional works under the direction of certified staff to assist in the implementation of Individualized Education Programs (IEPs), behavior plans, and instructional strategies.

PROGRAM SUPPORT:

Specialized Support: Provides assistance to students grades PK-12 receiving instruction in the general education curriculum and/or modified curriculum. Support is delivered in inclusion or targeted pull-out special education

settings.

ASPIRE (K–12 Alternate Curriculum & Functional Skills): Assists students with significant cognitive disabilities in highly structured settings focused on life skills, functional academics, and behavioral needs.

BSS (Behavior Support for Success): Supports students PK–12 across a continuum of behavior needs in both general education and special education settings. Assists in implementing behavior intervention plans and supporting emotional regulation strategies.

ECSE (Early Childhood Special Education): Provides instructional and behavioral support to children ages 3–5 in both general and special education early childhood settings. Emphasizes developmental, self-help, and communication skills.

PKI (Pre-K Inclusion): Supports 4-year-old students with disabilities in fully inclusive Pre-K classrooms, promoting academic, behavioral, and functional success alongside typically developing peers.

ACE (Adult Continuing Education): Assists students ages 18+ in transition services focusing on life skills, vocational training, community-based instruction, and independence for post-secondary success.

MAJOR RESPONSIBILITIES/DUTIES:
Instructional Support
- Implement instructional activities designed by the teacher and aligned with the student's IEP goals.
- Provide individual or small group instruction and reinforcement in academic, social, and functional skills.
- Support students in accessing the curriculum in general education, special education, and community settings.
- Prepare and organize instructional materials under teacher direction.

Behavioral and Functional Support
- Implement positive behavior interventions and supports (PBIS) as directed.
- Support students with self-regulation, coping strategies, and appropriate classroom behavior.
- Assist with the implementation of behavior intervention plans (BIPs) and social skills instruction.
- Monitor and supervise students throughout the school day, including transitions, non-instructional times, and unstructured settings.

IEP Implementation and Data Collection
- Collect, record, and report data on student performance related to IEP goals and objectives.
- Assist in preparing required reports and documentation under the supervision of certified staff.
- Inform teachers and case managers of any changes in student behavior, academic performance, or needs.

Self-Help and Personal Care
- Support students in developing independence in toileting, feeding, dressing, and mobility as needed.
- Provide physical assistance to students with significant physical, medical, or self-help needs as required.

Collaboration and Communication
- Maintain effective communication with teachers, specialists, and team members.
- Follow confidentiality laws and district policies regarding student records and information.
- Participate in professional development and training required for the role.

The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

Special Funding: If my position is funded by grants, federal funding, or other special funding, I understand that my employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable my employment is subject to termination or nonrenewal, as applicable.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, ability, and physical demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have read and understand the responsibilities and duties required for this position as outlined above. I understand the duties and can perform all essential job functions listed above.

_____   _____ _____
Signature   Printed Name   Date