Job Title:	Special Education Paraprofessional	**Wage/Hour Status:**	Non-Exempt
Reports To:	Principal	**Pay Grade:**	Paraprofessional Pay Group 2
Dept. /School:	Campus Assigned	**Date Revised:**	04/15/2026

Primary Purpose:
Assist teachers in meeting the academic, behavioral, functional, and social-emotional needs of students with disabilities from Early Education (EE) through 12th grade across a variety of instructional settings, including in-class support, resource rooms, and self-contained classrooms. Support the implementation of individualized education programs (IEPs), behavior intervention plans (BIPs), and self-help routines while working under the general supervision of a campus administrator and the direct supervision of a certified special education teacher.

Qualifications:

Education/Certification:
High school diploma or GED
Valid Texas educational aide certificate

Special Knowledge/Skills:
- Knowledge of the instructional and behavioral needs of students with disabilities across a range of disability categories and service settings
- Ability to follow and implement verbal and written directions from supervising teachers and campus staff
- Ability to maintain emotional control and respond calmly and consistently when managing challenging student behavior
- Effective communication and interpersonal skills for working with students, staff, and parents in a collaborative school environment
- Basic knowledge of general office and classroom equipment, including personal computers, copiers, and audiovisual tools

Experience:
Previous experience working with children or students with disabilities preferred

Major Responsibilities and Duties:

Instructional Support:

- Support the delivery of specially designed instruction in general education, resource, and self-contained classrooms as directed by the supervising special or general education teacher
- Work with individual students or small groups to reinforce instruction, practice skills, or complete assignments
- Prepare and organize instructional materials, including adapted materials and visuals
- Operate and assist students with assistive technology and instructional tools (e.g., communication devices, switches, tablets)
- Provide support for reading, writing, math, and other academic content areas
- Collect and document instructional data and student progress toward IEP goals using district-approved methods as directed by the supervising teacher
- Assist with implementing accommodations and modifications per students' IEPs

Behavioral Support:

- Implement student Behavior Intervention Plans (BIPs) with fidelity
- Reinforce positive behaviors and use strategies aligned with Positive Behavioral Interventions and Supports (PBIS)
- Supervise and support students during escalations or crisis situations, including the use of approved de-escalation and restraint techniques
- Monitor and report student behavior patterns and progress to the supervising teacher to inform ongoing BIP review and instructional planning
- Promote a safe, respectful, and inclusive classroom environment
- Collect and document behavior data and student progress using district-approved methods as directed by the supervising teacher

Self-Help and Functional Support:

- Assist students with self-care tasks such as feeding, toileting, diapering, hygiene, dressing, and mobility needs
- Transfer and position students with physical disabilities using safe lifting techniques and equipment
- Monitor and assist with students' health needs and alert staff to medical concerns
- Support the development of daily living and independence skills

Supervision and Communication:

- Supervise students in all settings throughout the school day (classroom, cafeteria, playground, transitions, arrival/dismissal, and bus duty)
- Maintain confidentiality of student information and records at all times
- Collaborate and communicate regularly with special and general education staff regarding student progress and concerns
- Support substitute teachers and provide classroom continuity when the teacher is absent

Other Duties:

- Participate in required professional development and district-provided training to improve job-related skills and support effective implementation of student IEPs *(TBSI, CPI, District PD, etc.)*
- Support implementation of state and local testing accommodations
- Attend staff meetings and assist with school events, as required
- Perform other duties as assigned by campus or special education administrators

Supervisory Responsibilities: None.

Equipment Used: Wheelchair lift, ramp, personal computer, copier, and audiovisual equipment. Assist students with assistive technology devices, including communication devices, switches and orthopedic devices needed for sitting, walking, and/or standing. Equipment needed to meet personal care needs.

Working Conditions:
Mental Demands/Physical Demands/Environmental Factors:

- Maintain emotional control under stressful situations
- Exposure to biological hazards, including potential contact with human body fluids
- Move small stacks of textbooks, media equipment, desks, and other classroom or adaptive equipment
- May be required to lift and position students with physical disabilities and assist non-ambulatory students
- May assist students with personal care needs, including feeding, toileting, diapering, and hygiene support
- Frequent standing, walking, stooping, bending, and kneeling
- Potential physical aggression from students that may be related to their disability and require them to control behavior through physical restraint
- Moderate lifting and carrying of instructional materials, adaptive equipment, and classroom furniture

NOTE: The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, or skills that may be required.