ELEMENTARY SCHOOL SPECIAL EDUCATION

Special Education Paraprofessional

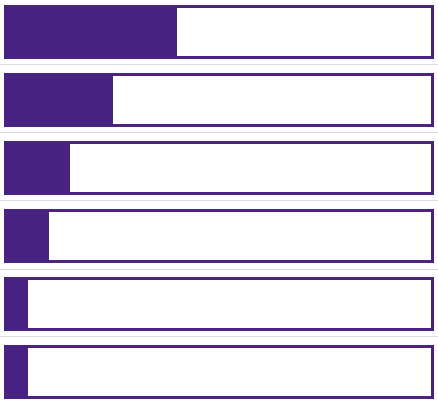
Supporting student learning, independence, and participation in school.

This six-hour, hourly position provides direct instructional and behavioral support to students with disabilities at Barnesville Elementary School. The paraprofessional works under staff direction to support learning, personal care, safety, and inclusion in special education and general education settings.

Position at a Glance

EMPLOYMENT 6 hours per day | School year | Hourly	**REPORTS TO** Elementary School Principal
DEPARTMENT Barnesville Elementary School	**DAILY DIRECTION** Special education teacher and designated staff
WRITTEN AND REVISED Fall 2026	**JOB EVALUATION DATE** TBD

Role Focus



40%	**INSTRUCTIONAL SUPPORT** | Lessons, accommodations, and independence
25%	**BEHAVIOR AND SOCIAL SUPPORT** | Positive behavior, coping skills, and peer interaction
15%	**PERSONAL CARE HEALTH AND SAFETY** | Daily living needs, mobility, and supervision
10%	**TEAMWORK AND STUDENT RECORDS** | Collaboration, observations, data, and privacy
5%	**TRANSPORTATION SUPPORT** | Authorized transport and vehicle assistance
5%	**PROFESSIONAL RESPONSIBILITIES** | Training, preparation, and assigned duties

Percentages are estimates for review; actual duties vary with student needs and assignments.

Qualification Snapshot

High school diploma or equivalent and one of the following qualification pathways:

COLLEGE	ASSESSMENT	COMPETENCY
At least two years of college coursework (60 semester credits) from an accredited institution, or an associate's degree or higher.	A qualifying score on an MDE-approved assessment, such as ParaPro, ParaEducator, or ParaPathways, as accepted by MDE.	Demonstration of required paraprofessional competencies through a district-validated assessment, with documentation retained by the district.

Core Capabilities

- Builds patient, respectful relationships with students.
- Follows teacher direction and written student plans.
- Supports learning while encouraging independence.
- Communicates clearly and protects confidential information.
- Responds calmly and follows safety procedures.
- Experience working with children or people with disabilities preferred.

ESSENTIAL DUTIES AND RESPONSIBILITIES

01 Instructional Support — 40%

Lessons, accommodations, participation, and student independence

- Provides one-on-one and small-group support in special education and general education settings under the direction of licensed teachers.
- Reinforces teacher-planned lessons in reading, writing, mathematics, and other subjects using assigned materials and instructional strategies.
- Carries out assigned supports and accommodations in each student's Individualized Education Program (IEP), as directed by the special education teacher.
- Helps students follow directions, organize materials, begin and complete tasks, and participate in classroom activities.
- Uses visual supports, communication systems, assistive technology, and adapted materials as trained and directed.
- Encourages independence and inclusion by providing appropriate prompts and gradually reducing assistance as directed by the teacher.

02 Behavior and Social Support — 25%

Positive behavior, emotional regulation, and peer relationships

- Implements teacher-directed behavior support plans and reinforces agreed-upon expectations consistently across settings.
- Models respectful communication, problem-solving, and appropriate social behavior; supports positive interactions with peers.
- Helps students practice coping skills, manage transitions, and use breaks or other supports identified by the team.
- Recognizes early signs of distress, uses approved de-escalation strategies, and requests staff assistance when needed.
- Responds to safety concerns within district procedures, student plans, and completed training; promptly reports incidents to designated staff.
- Records objective observations of behavior and responses to interventions without independently changing student plans.

03 Personal Care Health and Safety — 15%

Daily living skills, mobility, supervision, and assigned care

- Assists with toileting, hygiene, dressing, feeding, and other daily living needs when assigned, while protecting student dignity and privacy.
- Supports mobility, positioning, and transfers only after training, using designated equipment and staff assistance as required.
- Provides assigned health-related support only after training and authorization from appropriate licensed staff; reports health concerns promptly.
- Supervises assigned students during meals, recess, transitions, drills, and other school activities, following individual safety plans.
- Follows infection-control and emergency procedures and maintains safe, orderly materials and work areas.

04 Teamwork and Student Records

Communication, observations, data collection, and confidentiality

10%

- Works collaboratively with special education and general education teachers, administrators, related service providers, and support staff.
- Collects and records accurate instructional, behavioral, and service information using forms or systems designated by the supervising teacher.
- Completes, signs, and submits required time and effort records accurately and on time, documenting actual time spent on special education and other assigned duties.
- Shares relevant observations and student needs promptly with the teacher; participates in team meetings when requested.
- Communicates with families as directed and refers questions about IEP decisions, progress, placement, or services to the appropriate licensed staff.
- Protects confidential student and family information and accesses or shares records only as authorized for assigned responsibilities.

05 Transportation Support

Student travel, vehicle assistance, and safe arrival and dismissal

5%

- Transports students when assigned and authorized by the district, after meeting all applicable driver, vehicle, and training requirements.
- Assists students with boarding, exiting, and safe movement to and from school vehicles, following individual transportation plans.
- Provides assigned supervision during travel and uses required seating, securement, or adaptive equipment only as trained and authorized.
- Coordinates transportation information with designated staff and promptly reports delays, incidents, or student concerns.

06 Professional Responsibilities

Training, preparation, reliability, and assigned school duties

5%

- Participates in required orientation, district-facilitated training, and ongoing professional development related to assigned students and duties.
- Reviews relevant student plans with supervising staff before providing support and seeks clarification whenever directions or procedures are unclear.
- Prepares and organizes instructional materials, learning spaces, and equipment as directed by the teacher.
- Maintains dependable attendance, follows assigned schedules, and applies feedback to improve student support.
- Performs other related duties assigned by the Principal or designated supervisor within the scope of the position and the employee's training.

Training and Assignment Requirements

Qualification requirements must be met before providing special education services. Completes district-required training for assigned duties, including student-specific supports. A valid driver's license and district approval are required when assigned to drive students.

07 Professional Context

Decision-making, working conditions, physical effort, and mental effort

Decision Making and Major Challenges

Follows staff direction, student plans, and district procedures. Refers decisions about instruction, IEP changes, discipline, and specialized care to licensed staff or administrators. Balances immediate support with student independence and responds to changing needs.

Working Conditions

Works in classrooms and other school settings, including hallways, the cafeteria, playground, and school vehicles when assigned. May encounter noise, outdoor weather, bodily fluids, and physically or emotionally challenging student situations.

Physical Effort

Requires standing, walking, sitting, bending, kneeling, and assisting students throughout the day. Student care may involve lifting, positioning, or transfers using trained methods, appropriate equipment, and staff assistance. Essential duties may be performed with reasonable accommodation.

Mental Effort

Requires sustained attention to students, accurate observation, patience, discretion, and calm responses to interruptions or urgent needs. Must follow individualized directions and maintain professional boundaries.

08 Accountability and Expected Outcomes

Position accountability and annual performance expectations

The Elementary School Principal evaluates performance annually with input from supervising staff.

Supervision of Others

Provides assigned student supervision under staff direction. Has no formal responsibility for supervising or evaluating employees.

Equipment and Technology

Uses instructional materials, computers or tablets, communication devices, district record systems, and adaptive or mobility equipment as trained. Operates school vehicles only when qualified and authorized.

Job Outcomes

- Students receive consistent support aligned with teacher direction and individual plans.
- Students participate in learning and school activities with increasing independence.
- Behavior, care, safety, and transportation procedures are followed within assigned responsibilities.
- Observations and service records are accurate, timely, and shared with appropriate staff.
- Student dignity, confidentiality, and respectful relationships are maintained.
- Required training is completed and feedback is applied to daily practice.

Position Description Statement

This description summarizes the general nature of the work expected of an individual assigned to this position. Employees may be required to perform other job-related duties requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.