DOUGLAS EDUCATION SERVICE DISTRICT
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JOB DESCRIPTION

TITLE: Special Education Instructional Assistant

FLSA Status: Non-Exempt

REPORTS TO: Supervisor and/or designee

JOB SUMMARY

Implements individualized programs, activities and supervision of assigned students with disabilities as directed by classroom teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. ALL POSITIONS

- Assist with helping students develop positive interpersonal relationships with peers and adults; promoting safety of the students by helping, them develop self-confidence and coping skills.
- Knowledge of and ability to apply appropriate techniques and methods of student supervision and classroom management in setting involving students with moderate to severe learning and/or social/behavioral problems.
- Ability to assist in the delivery of instructional programs and activities to students who have moderate to severe learning and physical disabilities and/or social/behavioral problems.
- Ability to work effectively in an environment, which can be both physical and emotionally fatiguing.
- Ability to work with students who may exhibit aggressive behavior, as required of specific job assignment.
- Orders and prepares instructional materials as directed by supervisor or designee.
- Attends to students' physical needs: mobility, eating, dressing, bath-rooming, diapering and delegable nursing tasks with appropriate training including possible swimming activities.
- Prepares and cleans-up classroom, playground and student areas.
- Attends staff/team meetings as requested by supervisor or designee.
- Organize and supervise games and other recreational activities to promote physical, mental, and social development.
- Create visuals supports for students as directed by supervisor or designee.
- Adhere to workplace expectations
- Ability to work a flexible schedule and travel to and from school locations in the Douglas ESD service area.
- Other duties as assigned

2. POSITIONS ASSIGNED TO EI/ECSE CLASSROOMS

- Utilizes therapeutic interventions as trained, to include performing de-escalation strategies as directed by supervisor or designee.
- Implements individualized programs with students as directed by supervisor or designee.
- Types or writes reports, IEPs/IFSPs, and other forms from teacher prepared script.
- Collects data on programs as directed by supervisor or designee.
- Completes curriculum-based assessments in classroom or personal homes.
- Scans assessment into appropriate program as directed by supervisor or designee.
- Consults and collaborates with staff regarding student's progress.
- Types or writes reports, IEPs, and other forms from teacher prepared script.

3. POSITIONS ASSIGNED TO COMPLEX NEEDS CLASSROOM

- Be able to perform delegated medical tasks, such as administration of medication, G-tube feeding, and suctioning a student.
- Be able to perform repetitive physically demanding classroom requirements.
- Utilizes therapeutic interventions as trained, to include performing physical restraints as directed by supervisor or designee.
- Implements individualized programs with students as directed by supervisor or designee.
- Types or writes reports, IEPs/IFSPs, and other forms from teacher prepared script.
- Collects data on programs as directed by supervisor or designee.
- Completes curriculum-based assessments in classroom or personal homes.
- Scans assessment into appropriate program as directed by supervisor or designee.
- Consults and collaborates with staff regarding student's progress.
- Types or writes reports, IEPs, and other forms from teacher prepared script.

4. POSITIONS ASSIGNED TO FOSTER EDUCATION PROGRAM

- Ability to work with students, clients, and staff from medical providers, juvenile department, and other provider agencies.
- Utilizes therapeutic interventions as trained, to include performing physical restraints as directed by supervisor or designee.
- Implements individualized programs with students as directed by supervisor or designee.
- Implements individualized programs with students as directed by supervisor or designee.
- Collects data on programs as directed by supervisor or designee.
- Consults and collaborates with staff regarding student's progress.

5. POSITIONS ASSIGNED TO SPEECH PROGRAM

- Provides non-instructional support to students by following written or verbal instructions of the SLP.
- Performs clerical duties such as scheduling of appointments, maintenance of equipment and the set-up of materials for diagnostic and intervention sessions as assigned by SLP.
- Assist student access to virtual and/or on-site speech services in ways including but not limited to escorting students to and from the SLP services location, working through technical issues, and communicating changes in student schedules.
- Ability to work effectively in an environment which can be both physically and emotionally fatiguing.
- Ability to communicate verbally with students and staff.
- Knowledge of and ability to apply appropriate techniques and methods of general student supervision in setting involving students with moderate to severe learning and/or social/behavioral difficulties.
- Maintains good working relationships with ESD and local district personnel.
- Observes working hours and attends and participates at in-services and staff meetings.
- Follows directions and works well in a team situation with the SLPs and SLPAs.

QUALIFICATIONS

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/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** High school diploma or equivalent required. Experience working in EI/ECSE with children with special needs preferred. Experience (or comparable experience) working as instructional assistant preferred. Willing to learn and use Positive Behavior Intervention & Support (PBIS)

- **Interpersonal Skills:** Knowledge of augmentative and alternative communication techniques. Ability to appropriately communicate with diverse staff and others including outside agencies. Ability to work as part of a multidisciplinary team and collaborate well with others. Occasionally focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with students, staff, parents and the public. Ability to cultivate and model a respectful working and learning environment. Ability to exercise independent judgement, as needed, to assess problem situations, the effect of situation on class as a whole, and assist coworkers to manage the problem situation.
- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff and the public. Ability to verbally respond to common inquiries from staff and the public. Ability to read and

interpret documents such as safety rules, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.

- **Mathematical Skills:** Ability to add, subtract, multiply and divide.
- **Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several variables in a variety of situations. Ability to make decisions and exercise independent judgement on occasion.
- **Computer Skills:** General knowledge of computer usage and MS Office 365.
- **Other Skills and Abilities:** Maintain regular and consistent attendance and punctuality. Ability to work in an environment with constant interruptions. Required to demonstrate the ability to work independently on occasion.
- **Certificates, Licenses, Registrations:** Certificates as determined by the District including a valid Oregon Driver's License, if required. Ability to obtain a valid CPR/First Aid card.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. Employee may be exposed to bloodborne pathogens.

PHYSICAL DEMANDS

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Frequently required to walk, stand and sit
- Occasionally required to bend, stoop, kneel, climb stairs, crouch or crawl
- Regularly required to talk and hear
- Use hands for fine manipulation, handle or feel and reach with hands and arms operating a computer keyboard and mouse.
- Specific vision abilities required by this job include close vision, distance vision, color vision, night vision, ability to adjust focus and peripheral vision
- Regularly lift and/or move up to 15 pounds and occasionally up to 25 pounds.

This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope, but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services whoever and whenever necessary to ensure the success of the ESD's goals.

This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time with or without notice as it deems advisable, pursuant to Collective Bargaining Agreement.

Equal Opportunity Employer:

Douglas ESD recognizes the diversity and worth of all individuals and groups. It is the policy of Douglas ESD that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veteran's status, genetic information or disability in any educational programs, activities or employment.

Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans with Disabilities Act of 1990. Individuals with disabilities may contact the Human Resources Director for additional information or assistance.

Employee Statement:

I have reviewed the above position description and understand its contents.

I am aware that my position description may be revised or updated at any time, and that I remain responsible for knowledge of its contents.

I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation(s) in order to fulfill any or all of these essential functions, I will inform the district prior to actually beginning work in this position.

Employee Signature: **Date:**

_____ _____

Supervisor Signature: **Date:**

_____ _____

Salary Classification: Classified – C Level
Last Revised: March 2022