

**LANE EDUCATION SERVICE DISTRICT
JOB DESCRIPTION**

POSITION TITLE: Instructional Assistant, Life Skills Education Program

DEPARTMENT: Special Education Services

REPORTS TO: Program Supervisor, Special Education

CLASSIFICATION: Non-Exempt

DATE OF LAST REVIEW: 12/2020

1. POSITION PURPOSE: This position works under the direction of a licensed teacher in a manner consistent with the requirements of state and federal law, and local district policy and procedures. The position supports the implementation of instructional and behavioral plans designed to meet the needs of students with moderate to severe disabilities, including activities of daily living.

2. PRIMARY DUTIES AND ACCOUNTABILITIES:

- a. Assist the classroom teacher in the planning and implementation of instructional activities, including special strategies for reinforcing instructional material or skills.
- b. Implement instructional strategies that promote skill development and student independence, including the facilitation of student integration in school and community activities as appropriate.
- c. Collect data as instructed by the classroom teacher. Confer with the teacher to provide feedback on student performance, progress, and testing activities.
- d. Establish and maintain positive rapport with students.
- e. Provide for the identified physical needs of students such as toileting, feeding, therapy, medication administration and other related needs according to specified instruction or protocols.
- f. Assist in monitoring classroom management in accordance with the district's discipline procedures.
- g. Implement behavior support plans using appropriate strategies and techniques as specified in the student's behavior support plan.
- h. Supervise students in school and community settings to ensure student and staff safety.
- i. Maintain confidentiality of information about students and staff.
- j. Prepare and organize materials to support teaching and learning.
- k. Be a cooperative and supportive member of the staff.
- l. Perform other duties as assigned.
- m. Complete all job activities in compliance with district policy and procedures.

3. KNOWLEDGE/SKILL/TRAINING:

A High School diploma or equivalent is required. Ability to communicate effectively with students and school staff is required. The ability to follow teacher direction, including written instructional and behavior plans is required.

Experience working in a public school or community setting with students with moderate disabilities, including use of alternative means of communication is preferred. First/Aid/CPR card is preferred.

4. PHYSICAL DEMANDS:

See the attached physical requirements of this position.

Candidates are required to pass an essential functions test to substantiate the ability to meet the physical requirements of the job.

5. WORKING CONDITIONS:

The incumbent generally works in an indoor environment, however, may occasionally encounter inclement weather during community activities. The incumbent may work with students who demonstrate agitated or aggressive behaviors. The incumbent may be exposed to bodily fluids in assisting students with using the restrooms and in tending to injury and illness.

6. WORK EXPECTATIONS:

- a. Effectively engage with individuals from diverse cultures or backgrounds.
- b. Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
- c. Utilize appropriate equipment and software as established for agency use as well as other equipment and software appropriate to the assignment.
- d. Maintain regular and punctual attendance.
- e. Confer regularly with immediate supervisor.
- f. Follow all District work procedures and reasonable requests by proper authority.
- g. Perform program responsibilities in accordance with statutes, administrative rules, policies, and collective bargaining agreements.

7. EVALUATION:

Performance will be evaluated in accordance with the provisions of Board policy and the evaluation program adopted for the position.

The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or provide relief, to equalize peak work periods or otherwise to balance the workload.

Physical requirements of Instructional Assistant, Life Skills position:

MOBILITY

- Sit – Depends on classroom and needs of students. Typically workers sit only occasionally while working with students on the floor or at desks. Younger/ smaller students typically sit at smaller desks and therefore, the EA will need to be able to sit in low chairs and on the floor.
- Stand – In most classrooms, standing is mixed with walking on a frequent basis while interacting with students, collecting supplies, and managing behaviors.
- Walk – Continuous walking can vary greatly depending on the classroom. In some classrooms education assistants can walk up to 2 miles continuously without stopping or sitting and in excess of 5 miles over an entire shift. Some classrooms require constant walking over an entire shift with intermittent breaks to stand stationary or sit briefly. Most classrooms require frequent walking.
- Running – Required occasionally if a student runs away from a group in classroom or community settings to ensure student safety.

STRENGTH

NP = not performed	R = Rare (1% - 5% of day)
O = Occasional (6% - 33% of day)	F = Frequent (34% - 66% of day)
C = Constant (67% - 100% of day)	

Lift	NP	R	O	F	C
< 5 lb.				X	
6 – 10 lb.				X	
11 – 20 lb.			X		
21 – 30 lb.			X		
31 – 50 lb.			X		
51 – 75 lb.	X				
75 – 100 lb.	X				
Over 100 lb.	X				

Comments: Frequent lifting includes student items such as toys, games, books, meal trays, and bikes, all weighing less than 20#. Heavier items include boxes of teaching materials, books, magazines, and students. Boxes of materials are typically stored on racks ranging from floor level to 72" and boxes range in weight from 15# to 40#. Foot stools and help are available for lifting to higher shelves. Students range in weight from very small and less than 40# to quite large in excess of 200# depending on the classroom and of course age of the student. Students in high school classrooms may continue until they are 21. Students also differ on the amount of assistance required ranging from verbal cueing/ supervision to maximum assist of two people for some medically fragile/ severely delayed students. In most cases, Hoyer lifts are available for heavy transfers to and from changing tables. Some students have floor activities as part of their IEP and may need assistance to and from the floor. Most often, however, students are transferred at waist height from chair to chair to bed for changing. Some students are at risk for "drop Seizures" and need close monitoring so the staff can catch the student and assist them to the floor. Some students need physical redirection to stay on task or transition to a new task and may decide to suddenly drop to the floor during the physical redirection. This forces the staff member to catch the student and safely lower him/ her to the floor. This is rare in most classrooms, and students who may exhibit this behavior have been identified, and this can be a significant undetermined load. Lifting over 30# is to be performed using mechanical or second person assist per safety policy.

Carry	NP	R	O	F	C
< 5 lb.				X	
6 – 10 lb.				X	
11 – 20 lb.			X		
21 – 30 lb.			X		
31 – 50 lb.			X		
51 – 75 lb.	X				
75 – 100 lb.	X				
Over 100 lb.	X				

Comments: Items carried include above listed items under lifting. Educational materials, toys, boxes containing books/ toys, etc..., food trays and students. Items are carried approximately 5 – 25 feet within the classroom and weigh up to 40#. Students can be carried up to 5 feet from the wheelchair to the changing tables depending on the set-up of the changing room and they can weigh in excess of 200#. Usually the entire student isn't lifted or carried, but assisted into standing and supported while they move to the changing table.

Push/ Pull	NP	R	O	F	C
< 5 lb.				X	
6 – 10 lb.			X		
11 – 20 lb.			X		
21 – 30 lb.			X		
31 – 50 lb.			X		
51 – 75 lb.	X				
75 – 100 lb.	X				
Over 100 lb.	X				

Comments: Items pushed and pulled include wheelchairs, wheeled sit-stand desks, wagons/ wheeled cars, and ambulatory students for physical redirection. Wheelchairs may have to be pushed up ramps, over thresholds, or over curbs. Each classroom has 1-2 students that use wheelchairs and they can be pushed over distances of up to 1-2 miles over uneven and sloped terrain. Typically, a manual wheelchair takes approximately 20# of force to move over even terrain, variable on slopes up to 50# of force.

Agility

Climb – Stairs are rare. Typically, ramps can be used to avoid stairs. May climb on/off 8” step stool to reach items stored on high shelves.

Bend – Bending at the waist, knees, and neck is frequently required to interact with students on the floor or at low desks.

Squat – Partial squatting is frequently required when lifting, sitting on low chairs, and assisting small/ young students.

Kneel – Occasional when working on the floor. Can be reduced by squatting or sitting on the floor.

Crawl – Rare when playing with young students. Not required.

Twist – Occasional at the waist, knees and neck when playing with students and teaching.

Reach – Forward reaching and overhead reaching is occasional when reaching across the desk to assist students or retrieving items from 6 foot shelves.

Other- Ability to maintain at least a shoulder width, balanced stance while moving side-to-side, forward or backwards with a shuffle step is required to be ready to safely respond to sudden movements of a student.

	NP	R	O	F	C
Dexterity				X	
Grasp				X - Simple	
Finger Dexterity			X		
Pinching			X		
Eye – Hand Coordination			X		
Eye – Hand – Foot Coordination	X				
Driving	X				

Comments: Some fine dexterity work is required when interacting with children, and workers use sign language to communicate with some students. Pinching and grasping needed to manipulate straps, slings and supports for transfers, wheelchairs and other equipment, occasionally while reaching forward.