

CARE INCLUSION PROFESSIONAL

Classification: Instructional – School Based

Location: Community Services Department

Reports to: District Administrator

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for inclusion assistant positions with similar duties, responsibilities, classification, and compensation. Inclusion Assistants assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The incumbent performs a variety of support duties as assigned by the Inclusion Support Specialist to assist children with identified accommodation needs to be safe and successful in CARE programs. Child needs might include behavioral difficulties, toileting needs, medical protocols, or other supports. The incumbent may also be assigned in one-on-one, assistant-to-child situations when the children have behavioral, emotional or physical disabilities requiring considerable support.

Part II: Supervision and Controls over the Work:

Inclusion Assistants work under the day-to-day direction of an Inclusion Support Specialist and/or Site Coordinator in an after-school program setting.

The district administrator, Program Coordinator, Site Coordinator, and Inclusion Support Specialist provide specific directions and oversight for child supervision and/or support, and intervention strategies. Inclusion Assistants are responsible for being familiar with district policies and procedures which govern their work.

Part III: Major Duties and Responsibilities: The following duties are intended to cover all of the After-School program settings. Specific duties that apply to any given position will vary.

1. Works collaboratively with the Inclusion Support Specialist and site staff by assisting with safe and positive child interactions and/or intervention, ensuring safe behaviors, and enhancing social and life skills of children.
2. Implements, adapts, and supervises activities designed to meet the physical, emotional, and intellectual needs of students that require additional supports.

3. May intervene with children to implement positive behavioral supports.
4. May escort children in one-on-one or small groups to and from recess and playground, and to and from bus locations.
5. When communicating with children, parents, community members, and other staff members, exercises discretion and assures protection of child confidentiality consistent with the direction and guidance of staff, administrators, and school/district policies and procedures.
6. Oversees child safety by such activities as recess and playground supervision, bus duty, hallway supervision, etc. Takes steps to intervene when children are not in control or may be in dangerous or unsafe situations.
7. Provides inclusion support to children in large groups, small groups, and one-on-one.
8. Takes action, or assists in taking action, to use protective physical intervention with children who are at risk of imminent bodily harm by following school-/district-approved procedures.
9. Implements behavior support, safety, and accommodation plans as directed by appropriate district personnel and the Inclusion Support Specialist. Documents behavior of children to assist the Inclusion Support Specialist in assessing progress with behavioral and/or safety plans. Maintains or assists in maintaining the child's daily/weekly progress reports.
10. Completes timely written documentation of behavior concerns, minor injuries or other child and program documentation in accordance with program policies and guidelines.
11. Attends program staff meetings and required trainings.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Must have a High School Diploma or equivalent.
- Must have one year experience working with children with behavior and/or special needs.

- Must be certified or able to become certified in first aid, CPR, and/or operation of defibrillators.
- Ability to be trained in behavior intervention methodologies in such areas as positive behavior support, safety, and physical management and intervention systems.
- Must possess strong interpersonal skills and ability to work effectively and collaboratively as a team member.
- Ability to work in an environment with frequent interruptions and changing tasks and priorities.
- Ability to assist, console, and manage children who may be emotional, distraught, or frustrated.
- Able to remain calm, focused, and in control when working with children, parents, guardians, and community members who may be upset.
- Ability to follow written and verbal direction and take the initiative to seek clarity and take action when needed.
- Must be or become knowledgeable and supportive of site management and child discipline procedures.
- Must possess effective and accurate command of the English language.
- Ability to organize work and set priorities for accomplishing work in a timely and effective manner.
- Ability to protect the confidentiality of child information consistent with FERPA requirements and good judgment.
- Ability to work collaboratively and effectively with staff, children, parents, volunteers, and community members.
- Ability to communicate effectively verbally and in writing.

Part V: Desired Qualifications:

- Associates or Bachelor's Degree in an appropriate and related field of study.
- Two years' experience that demonstrates the ability to work successfully with children in a learning environment.

- Familiarity or willingness and ability to be trained in areas of Autism Spectrum Disorder, multiple disabilities, mental health disorders, ADHD, etc.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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.

- The employee must lift and/or move 50 pounds, and may assist, move, or use protective physical intervention with children with greater weight when required to intervene in child safety issues.
- While performing the duties of this job, the employee is frequently required to sit, walk long distances, talk, lift, carry, move about, hear, and speak.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of his/her duties.
- The employee may be exposed to infectious disease as carried by children, exposed to child noise, and resource noise levels.
- The employee may be exposed to aggressive child behaviors including biting, hitting, kicking, and throwing of objects, and may be required to intervene with physical or behavioral intervention strategies. May be required to wear and utilize safety equipment designed to minimize the risk of injury to the employee and to the child.
- The employee may be exposed to bodily fluids and waste while performing duties.
- The employee may be required to travel on school-owned or leased vehicles while supervising and assisting children.