



Job Description

**INSTRUCTIONAL ASSISTANT
FUNCTIONAL LIFE SKILLS / Special Education**

Reports To: Building Administrator
FLSA Status: Non-Exempt

JOB SUMMARY

The Special Education Assistant performs a variety of paraprofessional instructional duties assisting a licensed teacher in the instruction of students with disabilities. Instruction and/or service may be separate from the teacher, requiring skill and supervision within the framework of an IEP or program procedure and can occur in the regular or special education settings. The nature of the work follows established classroom procedures, school procedures, and District and state regulations. Because this job involves continuous interaction with students, the position requires a high degree of professionalism, calm, and ability to act as role model to young people.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Follows and maintains knowledge of all District policy(ies) and procedures.
2. Works directly with students with disabilities in a variety of special needs.
3. Maintains confidentiality
4. Assists in the instruction and presentation of instructional materials by individually working with small groups of students or individual students as directed by the Teacher:
 - a. Reinforcing instruction
 - b. Following a daily schedule
 - c. Assists students with organizing their materials
 - d. Plans activities
 - e. Following up on specific language, spelling, reading, mathematics, social skills, organization, behavior and other subject-area activities as directed by the Teacher
 - f. Monitoring and overseeing student tasks, practices and assignments in various subjects
5. When directed, assists the Teacher by completing the following:
 - a. Set up and maintenance of the classroom, materials and supplies.
 - b. Scheduling appropriate meetings and completion of paperwork
 - c. Communicating with parents regarding student's progress in general. This could include writing home/school communication notes articulating progress on specific skills
 - d. Correcting and recording student work or progress
 - e. Record keeping, copying, filing, grading assignments and taking attendance
6. Works in a variety of educational settings including special education and regular education classrooms in order to assist special education students in achieving goals and providing supplemental support.
7. Encourages acceptable student behavior and assists in maintaining classroom discipline to maintain a safe educational environment.
 - a. Guides and reinforces student understanding of classroom rules and procedures.

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- b. Implements positive behavior interventions, follows behavior support plans, settles disputes and otherwise encourages cooperative, well-mannered activities.
- c. Instructs as to acceptable and appropriate community behavior.
8. Independently implements individual and group behavior support plans.
9. Implements Individual Education Plan (IEP) accommodations and modifications when directed by the Teacher
10. Provides physical accommodations to students who require it by:
 - a. Assisting students in and out of mobility devices.
 - b. Lifting students when needed
 - c. Applying a specialized medical plan developed by a District Nurse
 - d. Administering medications within the scope of District Policies, State and Federal Law
 - e. Providing assistance that may include toileting, lifting, pursuing or apprehending, restraining, secluding, providing physical prompts, and any other physical assistance needed for students within specialized programs for all disability types and cultural differences for ages 5 to 21.
11. Escorts or accompanies students to various school settings and locations.
12. May be required to independently assist students in community-based activities in community settings.
13. Models appropriate behavior in all school settings.
14. Assesses and evaluates students' abilities and progress as directed by teacher, including administering proficiency placement tests or other progress monitoring tools taking data regularly and confers with the teaching staff on progress of students
15. Assists with loading and unloading children from buses.
16. May be required to ride school buses to support the needs of a student or students while they are being transported to or from school or a school activity.
 - a. This may include arriving at a student's home or pick up location to serve as a support for the student on the bus to and from school.
17. Participates effectively at regular team meetings with teachers and other support staff using appropriate social skills, problem solving and conflict resolution strategies.
18. Supervises a variety of student activities including playground, cafeteria, bus loading and unloading, field trips, community settings, hallways and other areas where students gather.
19. Reports safety, sanitary and fire hazards immediately to the supervisor.
20. Interacts thoughtfully and courteously with students, staff and parents/guardians and resolves conflict in a professional manner.
21. Attends work regularly and is punctual.
22. Other duties as assigned.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Performs a variety of clerical duties using basic office equipment, computers, word processing software, spreadsheets, classroom software, and classroom computer programs:
 - a. Answering telephones making routine telephone calls or sending messages to appropriate staff
 - b. Ordering, preparing, administering and correcting instructional materials
 - c. Generating computer documents and duplicating materials
 - d. Preparing lists and other documents, processing forms and applications
 - e. Maintaining student records, progress/data sheets and files as directed

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- f. Assembling materials, preparing individual profile charts, accounting for students
2. Works with accuracy and attention to detail to meet deadlines
3. Evaluates student injuries, determines course of action, performs minor first aid in compliance with District policy(ies) and completes required paperwork in a timely fashion.
4. Washes dishes and toys and sanitizes desks, tables, straws, oral motor equipment and other items as directed.
5. Schedules IEP and other meetings, when directed by the teacher.
6. Inventories, orders and stocks supplies.
7. Files documents and records according to predetermined classifications, maintaining alphabetical index and cross references files.
8. Attends in-service training.
9. Attends staff meetings.

SUPERVISORY RESPONSIBILITIES

All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

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.

1. Education and/or Experience: Must have two years of post-secondary education (72 credits) or an Associate's degree preferably including coursework in working with children in an educational setting.
 - a. In lieu of item 1 above, must possess both of the following:
 - i. High School Diploma or equivalent and
 - ii. Passing score on a qualifying state or local academic assessment that measures knowledge of and the ability to assist in instructing reading, writing, and mathematics. (information about qualifying assessments is available in the Human Resource Office)
 - b. **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; maintaining a calm and professional demeanor; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with children who have a wide range of disabilities.
 - c. **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 and large group situations to students and other school staff. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents such as safety rules, IEP's, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.
 - d. **Mathematical Skills:** Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference and area. Ability to apply concepts of basic algebra, geometry, fractions, percentages, ratios and proportions to practical situations.

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- e. **Reasoning Ability:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- f. **Computer Skills:** Must be able to operate standard office equipment such as a computer, word processor, calculator, tablets and photocopier. General knowledge of data software, email, internet, spreadsheets, teaching software, and tablet applications is necessary.
- g. **Other Skills & Abilities:** Ability to appropriately communicate with students, teachers, parents and members of the community. Ability to exercise good judgment and work in an environment with constant interruptions and appropriately react to a wide spectrum of behaviors of students with disabilities.

** Certificates as determined by the District including meeting, ability to obtain a valid CPR/First Aid card, blood borne pathogen training, medication management training, blood spill training and physical restraint and seclusion training. Must possess or be able to obtain a valid Oregon or Washington driver's license, must be able to drive to alternate locations in order to support students.*

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.

The Special Education Assistant works largely within the classroom and other areas of the school building and grounds where students may congregate. Although the primary work is indoors, the Special Education Assistant frequently works outdoors supervising students in variable weather conditions including inclement weather.

The Special Education Assistant must be able to stand and/or walk for long periods of time. The incumbent must be able to observe multiple students across large and small physical spaces and attend to individual student's needs while ensuring that other students are not unattended. The incumbent will need to walk quickly and run at times and assume various physical postures associated with instruction and caring for special-needs students', including:

1. Sitting
2. Running
3. Pushing and pulling
4. Toileting
5. Feeding
6. Restraining a student
7. Lifting up to 75 lbs
8. Bending, stooping, twisting, kneeling, reaching
9. Speaking and hearing often in a noisy environment
10. Close vision, distance vision and ability to adjust focus and peripheral vision
11. Assist a student with standing, walking or sitting

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; stand; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. The employee may

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occasionally climb stairs or ladders. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

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.

Potential exposures include but are not limited to: blood-borne pathogens; aggressive behavior from students, cold and hot temperatures, and inclement and severe weather. The environment includes working with students who have unique needs. Some students required significant physical assistance; others may demonstrate hostile and violent behaviors. The noise level in the work environment is usually moderate, but occasionally high depending upon the student population and activities. Travel to multiple sites may be required. The employee is occasionally exposed to wet or humid conditions, outdoor weather conditions. Employees may be exposed to bloodborne pathogens.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. 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 as it deems advisable.

Prepared By: St. Helens SD

Prepared Date: 2023

I have read and understand this job description.

Signature: _____ **Date:** _____