

SECTION I: GENERAL INFORMATION

Classification Title: Educational Assistant-Special Education	Department: Special Services	Unit: Educational Assistants
Immediate Supervisor: Principal	Grade Placement:	FLSA Status: Non-exempt
<p>Job Summary:</p> <p>Under the direction of a building administrator and guidance of licensed special education staff, the Educational Assistant-Special Education represents a broad grouping of varied positions providing instructional support and assistance to children in various programs and having varied special needs. Positions assigned to this classification are expected to have gained or learned basic knowledge, skills and fundamentals of learning theory, child development, behavioral management/modification, and general instructional fundamentals in order to work in mainstream or resource classrooms with groups of students or 1:1 in the areas of instructional reinforcement and student learning assistance. Responsibilities and duties involve assisting and guiding students in the reinforcement of classroom subjects, daily living skills, implementing behavioral plans and/or monitoring and enforcing appropriate behavior in accordance with instructional lesson plans and student IEP's. Positions assigned to this classification also provide assistance and support in terms of adapting regular classroom curriculum to the special needs of each student by clearly repeating directions at level student understands, encouraging cooperation in classroom activities, communicating expectations, and modifying tests or tasks into smaller steps, and assisting student with mobility, adaptive, or other special needs.</p> <p>Essential duties outlined below are intended as "representative" examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Adapts instructional materials, equipment, or strategies, as directed by the teacher or case manager to accomplish instructional objectives and student needs.
2. Reinforces instructional material presented by the teacher with students individually or in small groups. Works through assignments as prescribed. Provides supplemental tutoring, job skills, guided practice and other instructionally relevant activities to students as directed by the supervising teacher(s).
3. Assists students with daily living skills which includes, but not limited to dressing, undressing, toileting, eating, and overall hygiene.
4. Provides behavioral support for students as directed by the teacher/case manager related to IEP goals, objectives and behavioral plans.
5. Provides support in the school and community for on-the-job training related to a student's IEP plan, goals and objectives.
6. Escorts and assists students to and from classes. Provides supervision in school areas and at related school activities offsite.
7. Collaborates with the case manager and other staff regarding student observations, needs, issues, progress, behaviors, etc.
8. Performs other duties of a comparable level or type, as required.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:	
less than high school diploma		Type of degree: (B.S., M.A., etc.) AA degree or the completion of a combination of district training programs, experience, and course work of an equivalent nature and level to perform the requirements of the work.	
High school diploma or GED.		Major field of study or degree emphasis:	
1 year college	x	Child development, human development, learning, behavioral management or a related area	
3 years college		2 years college	
		4 years college	
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
2nd year graduate level		<ul style="list-style-type: none"> • Knowledge of basic math, reading, language and science concepts pertinent to area of assignment. • Knowledge of general learning concepts, theories and fundamentals. • Knowledge of child development fundamentals and concepts. • Knowledge of problem solving and conflict resolution techniques. • Knowledge of behavioral management strategies, crisis intervention and methods. • Knowledge of district policies, guidelines, rules or philosophy pertaining to discipline and appropriate student behavior and consequences. • Fundamentals of representative disabilities associated with the job. 	
Required Work Experience in Addition to Formal Education/Training: No prior experience required.			
LICENSE/ CERTIFICATION		Identify licenses/certification required:	
		Requires a MN Drivers License or evidence of equivalent mobility. District may require PCA and Crisis Prevention Intervention Certification or additional training after hire.	
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in:	
		<ul style="list-style-type: none"> • Skill in supervising student behavior and applying consistent consequences for appropriate and inappropriate behaviors. • Skilled adapting lesson plans to the individual needs of students to facilitate their learning and to assist them in meeting any individual learning plans and objectives. • Applying rules, instructions and stated policies, procedures and IEP plans. • Developing a rapport with children and explaining concepts in a simple and understandable manner. • Reinforcing lesson plans and instructional subjects for students under guidance of licensed staff. • Using basic office equipment. • Writing write routine correspondence, routine reports, memos, documents, charts or other materials. • Effectively presenting information in 1:1 and/or small group situation to students, parents, staff or other employees concerning district/program routines, polices, rules, learning principles, concepts and other lesson plans. • Communication and good listening skills. 	



PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)									
<u>Physical Activities</u>	<u>Amount of Time Spent</u>				<u>Amount of Time Spent</u>				
	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs			x	
Walk			x		Up to 25 lbs		x		
Sit		x			Up to 50 lbs		x		
Use hands to finger, handle or feel				x	Up to 100 lbs	x			
Reach with hands and arms				x	Over 100 lbs.	x			
Climb or balance		x							
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								
PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities									
Physical requirements associated with the position can be best summarized as follows:									
Medium Work:									
Exerting up to 50 pounds of force occasionally and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job. Job involves standing and walking for prolonged periods.									
HAZARDOUS WORKING CONDITIONS					Unusual or hazardous working conditions related to performance of duties:				
					Duties are generally performed in a typical classroom and or resource room setting where there may be some environmental hazards and risks. Employee(s) may be exposed to some disagreeable conditions involving human/student contact, verbal outbursts, physical aggression, exposure to body fluids and the like.				

SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world.</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

<p>This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.</p>	
<p>_____</p> <p>Department Head's Signature</p>	<p>_____</p> <p>Date</p>
<p>Classification History: Created classification description 6/2016 BCC</p>	

