



## SPECIAL EDUCATION EDUCATIONAL ASSISTANT- Significant Needs

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### **Position Summary:**

The purpose of this position is to provide support to an individual student, a group of students, or a student-focused program where students need a high level of specialized support, modifications, highly intensive and frequent interventions, and/or other identified accommodations in order to engage in the learning environment. Incumbents in this classification support the implementation of Individual Education Programs (IEPs) and individual behavior programs. The position may assist licensed teachers, licensed specialists and other service providers in planning, implementing, and supporting educational and behavioral management programs. May be assigned to monitor student progress and mastery of social, behavioral and academic skills by means of daily or periodic data collection, assessments, and evaluations.

### **Distinguishing Characteristics**

This class of Special Educational Assistant is distinguished from other Special Educational Assistant classes by the adaptation of student instruction and supports to meet the specialized needs of students with significant disability related impact and the responsibilities involved in providing for their behavioral and physical needs.

### **Supervisory Relationships**

This position is supervised by a School Principal. Regional and department lead programs may be supervised by a Special Education Administrator or Director. This position will receive direction and task assignments from licensed employees.

This position does not supervise others, however, may provide task-level direction to interns, and volunteers.

### **Essential Duties and Responsibilities:**

*The below list of job duties and responsibilities is not exclusive nor exhaustive. Employees in this position may perform some or all of the following tasks. Other duties may be assigned.*

1. Coordinate and collaborate with teachers, supervisors, and other colleagues to plan, develop and/or adapt and implement daily instructional lessons and learning goals. May also be assigned to support specialist identified therapies, and support routines and activities, which may include any specific delegated health care needs as defined by the Individual Education Plan (IEP) and/or medical or behavior support plans.
2. Provide daily on-time physical support for students who use wheelchairs or experience other mobility issues. Safely assist students to travel to and from their buses or other types of transportation needed during daily transitions.
3. Assist with wheelchair transfers and use of standers or other specialized equipment, under the direction and training of specialists and the teacher.
4. Provide feeding support per an established feeding protocol (at the direction of a feeding team or under the direction of the specialist).
5. Assist in student transportation when needed, typically for students needing access to 1:1 support (medical or behavioral).

6. Successfully complete and maintain state-mandated training for medical and behavioral supports (e.g. Safety Care, Behavior Support Plans, CPR First Aid, Medication Administration, and others as assigned). Attend annual professional development and complete assigned mandatory annual training.
7. Interpret and implement Individualized Educational Plans (IEPs), Behavioral Support Plans (BSPs), and other specialized protocols, health plans, or supports, within the guidelines set by the licensed teacher or specialist.
8. Support the implementation of individualized communication plans, including the use of augmentative & adaptive communication devices (AAC), with the support of and under the direction of the certified teacher and specialists.
9. May be assigned to work with students experiencing trauma, emotional, mental health, and associated behavioral needs.
10. Supervises and supports students in a variety of activities and areas including, resource centers, playgrounds, cafeterias, designated bus and car loading and unloading areas, field trips, hallways, and other areas where students may gather.
11. Assists with toileting students who are incontinent or who require assistance with catheterization. May support physical transfers and provide other personal care needs, including diapering, as necessary.
12. Administer medications within the scope of District policies and state and federal laws including, but not limited to, diabetes management and insulin administration using an insulin pen or a non-needle injection system.
13. Assist students to brush teeth, wash hands, comb hair, and perform other functions of personal hygiene.
14. Assist with and support the adaptation of physical education programs based on student abilities. May supervise students in preparation for physical education and monitor activities so that safety precautions are upheld, and behavior is managed.
15. Performs a variety of clerical tasks in support of and preparation for the educational process as well as duties involving instructional assistance to the teacher using either standardized lessons, content prepared by the teacher, or lessons prepared by the assistant under the supervision and approval of the teacher.
16. Provide assistance and support for team members and projects as needed.
17. Maintains positive and effective working relationships with department staff, students, school personnel, and community members from diverse cultures or backgrounds.
18. Maintains regular, prompt, and predictable attendance.
19. Performs other duties as assigned.

### **Required Knowledge, Skills, and Abilities**

1. Ability to comprehend and closely follow written and verbal directions provided by classroom and building leadership.
2. Ability to self-regulate and respond with a positive demeanor while working with students, staff administrators, teachers, specialists, and transportation staff generally and during stressful situations.
3. Must be able to demonstrate patience, flexibility, and be team-oriented.
4. Ability to listen and respond appropriately when engaged with others, including students.
5. Ability to interpret and apply broad policies and procedures across a variety of situations.
6. Must be able to consistently make sound decisions that support classroom operations and student well-being on a day-to-day basis and during emergency situations.

7. Effectively work with students and staff in dynamic and high-stress environments.
8. Ability to problem solve using effective verbal and written communication skills.
9. Knowledge and understanding of how to establish and maintain appropriate professional boundaries with parents, colleagues, and other building staff who may ask confidential questions.
10. Willingness to adhere to all district state and federal policies established to maintain appropriate lines of communication.
11. Ability to clearly and effectively communicate with the teacher and administration regarding practices and student wellness in a timely manner.
12. Ability to effectively interpret, track and manage daily data that will assist with progress monitoring and other behavioral data collection.
13. Knowledge and understanding of strategies to differentiate practices dependent on circumstances and student needs.
14. Knowledge of word processing, Google Drive, and spreadsheets. Ability to access, enter, and retrieve data from computers and databases.
15. Knowledge of modern office procedures, techniques, and office management skills.
16. Ability to utilize correct grammar, punctuation, spelling, and basic math skills to compile data and complete reports according to district procedures.
17. Maintain an environment that honors the diversity of students in the classroom and promotes the development and advancement of traditionally underrepresented or underserved populations with inclusion and equity.

### **Working Conditions and Physical Requirements**

Work is generally performed in and around school buildings in and outside of classrooms. Will support student supervision outdoors and occasionally on field trips. The position requires a high degree of mobility, both indoors and outdoors, while supervising and instructing students, in variable weather conditions including inclement weather. Potential exposures include but are not limited to exposure to body fluids, blood-borne pathogens; mild to 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 require significant physical assistance, others may demonstrate hostile and violent behaviors.

The incumbent must possess an average degree of flexibility; the ability to frequently stand, walk, run, and shuffle for long periods of time both uphill and downhill for 1-2 miles; Must be able to kneel on one and two knees and then stand up; to bend the trunk at 45° and twist to either side; to grasp firmly; to raise the hands above the head; and to learn and correctly demonstrate multi-step physical skills. The incumbent must be able to observe multiple students across large and small physical spaces and attend to individual students' needs while ensuring that other students are not unattended. The incumbent will need to move quickly at times, and assume various physical postures associated with instruction and caring for students, including sitting, running, pushing, and pulling, toileting, feeding, restraining a student, lifting up to 35 lbs alone or 75 lbs with support, and the ability to assist students weighing up to 150 pounds. bending, stooping, twisting, kneeling, reaching, speaking, and hearing often in a noisy environment

### **Minimum Qualifications**

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*Eugene School District 4J is an equal opportunity/affirmative action employer committed to workforce diversity and compliance with the Americans with Disabilities Act*

**Education**

- Associate degree in Special Education or closely related field preferred; **or**,
- Completion of at least two years of post-secondary study consisting of 72 credit hours, 48 semester units (attach transcripts); **or**,
- High School Diploma or successful passage of the tests for General Education Development (G.E.D.), **and** demonstration of skill through a formal academic assessment.
- Must earn a District approved Oregon behavioral intervention training certificate, without restrictions, within 6 months of employment and maintain an active certificate thereafter.

**Experience**

- Two years of experience working in or directly supporting students educational setting.

**Other**

- Must successfully complete Oregon Department of Education background check.
- Must successfully pass pre-employment physical capacities exam.

**Preferred Qualifications**

- Bilingual proficiency and/or multicultural experience

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	OSEA Classified
<b>Pay Grade</b>	Grade 10 – CL-196
<b>Developed by</b>	Bernadette Adeniran, HR Administrator
<b>Approved by</b>	Karen Hardin, Director Human Resources
<b>Last revised</b>	04/17/2023

