EAU CLAIRE AREA SCHOOL DISTRICT

JOB DESCRIPTION

Job Title	Special Education Assistant
Department	Special Education/Division of Teaching & Learning
Reports To	Building Principal/Assistant Principal
Classification	Hourly Classified
Location	
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Special Education Assistant assists teachers in the delivery of educational and behavioral interventions of Special Education students; also assists Special Education students in general education classrooms with the goal of helping students to reach their educational goals. Due to the varied and individual needs of each student, Special Education Assistants may provide a variety of support and assistance, and should be flexible adjusting to student needs.

Essential Job Functions

- Delivers educational interventions designed by Special Education teachers to help students meet educational, academic, life skill, behavioral, physical, social and emotional goals.
- Assists teachers with Special Education students to enable learning with minimal disruptions to other students.
- Assists students with basic dress and grooming self-care.
- Administers medications as trained, assigned, and directed.
- Attends to physical needs of students. May include handling a variety of adaptive equipment.
- prepare for tests.
- Provides small group and tutorial instruction and supervision as directed.
- Provides preventative and follow-up behavior management to students exhibiting disruptive behaviors and documents these situations.
- Communicates effectively with staff, students, and/or parents regarding needs and concerns.
- Use Non-Violent Crisis Intervention (NVCI) and de-escalation techniques to assist with behavioral non-compliance and to work with students in crisis to enable their return to the proper academic setting.
- Learn and implement a variety of behavior plans for students.
- Uses knowledge of student needs to make necessary modifications to daily activities.
- Attends to health care physical needs of students, which may include feeding, toileting, diapering, responding to medical emergencies, and handling equipment.

- Performs healthcare procedures as required. This may include any of the following which qualify for the Bodily Fluid Increment if performed on a regular basis:
    - Special dietary Feeding (includes preparation)
    - Toileting
    - Diapering
    - Catheterization
    - Tube feeding
    - Credeing (physically emptying the bladder for the student by applying pressure in the proper area)
    - Urostomy (changing bag from incision on side of body)
    - Cleaning the trachea tube (a compressor is inserted into the trachea tube and the body substance(s) is removed)
    - Adult hygiene, especially for female care during menstruation
    - Any others which may be assigned

Ancillary Job Functions

- Assists in preparation of materials needed for classrooms, including duplication, lamination, etc.
- Assists in and around the school with recess/lunch/bus duty and general assistance in hallways and classrooms.
- Attends staff meetings and trainings as needed.
- Takes notes for students and provide to appropriate staff.
- Participate in professional development as directed.
- Attend and participate in family/teacher conferences as directed.
- Performs other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- High school diploma or GED.
- Possession of or eligibility for Wisconsin Department of Public Instruction Certificate as a Special Education Aide. Must obtain within 30 days of hire.
- NVCI Certification. Must obtain as soon as schedule allows.
- Must meet Every Student Succeeds Act standards for certification (federal or district).

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Some experience working with special needs children.
- Experience and/or training with First Aid and CPR.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Ability to work as a team member providing services to children with special needs.
- Ability to interact and communicate effectively with children with special needs.
- Ability to provide behavior management and crisis intervention.

- Ability to use sound judgment and knowledge of student behaviors and district policies to make decisions.
- Knowledge of the educational process and ability to understand and interpret grade level curriculum.
- Ability to be flexible and adapt to changing situations.
- Excellent communication skills.
- Ability to organize materials and use time effectively.
- Demonstrates an understanding and use of equitable and culturally responsive practices.
- Ability to remain calm while working with students in crisis.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- May be exposed to inclement outdoor weather conditions.
- May be exposed to potentially hazardous bodily fluids when assisting students with physical needs.
- May be required to work in a physically hazardous setting when a student is in crisis.

Physical Requirements – The physical demands described below 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 essential functions.

- Frequently required to talk and hear.
- Must be able to feel attributes of objects, grasp, push, stand/walk/run, reach, and stoop/kneel/crouch, climb.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors to observe students and ensure safety.
- May be required to lift up to 50 pounds.