



**INVITES APPLICATIONS FOR:**

## **Instructional Assistant, Life Skills Education Program**

This position works under the direction of a licensed teacher in a manner consistent with the requirements of state and federal law, and local district policy and procedures. The position supports the implementation of instructional and behavioral plans designed to meet the needs of students with moderate to severe disabilities, including activities of daily living.

<b>Closing Date</b>	<b>Start Date</b>	<b>Salary</b>
<b>Until filled</b>	<b>August 26, 2019</b>	<b>\$14.87 per hour</b>

**Positions available at .875FTE (7 hrs/day)**

### **About Lane ESD**

In providing services to Lane County school districts, Lane ESD seeks to fulfill our core purpose of **Shaping the Future: Supporting Excellence in Education**. Lane ESD employees strive to embody core values of equity, commitment, leadership, collaboration, and integrity.

The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level. The ESD partners with school districts, local universities and community college, and other community agencies in providing quality services to the component school districts in Lane County.

Lane Education Service District provides a wide array of services to the 16 School Districts in Lane County serving about 45,000 students. Services in special education, school improvement, technology, and administrative services are designed to support districts in meeting the challenge of serving a diverse student population. We focus on systemic school improvement, multicultural curriculum, and assisting districts in development of students who are well prepared to be global citizens. Additional information about Lane ESD is available at [www.lesd.k12.or.us](http://www.lesd.k12.or.us)

Lane ESD encourages and supports employee professional growth as we seek to meet the needs of students and school staff throughout the county.

### **About Lane ESD's Life Skills Education Program**

The Life Skills Education Program serves intellectually disabled students from kindergarten through age 21. It is part of a continuum of services available to students who have been identified and placed in special education.

Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high school buildings in six Lane County school districts. Students aged 19 to 21 are served in the Transition Program on Lane ESD's Westmoreland Campus.

Support services include speech and language therapy, vocational/community training, behavioral consultation, autism consultation, supported inclusion, physical therapy, occupational therapy, and nursing consultation services.

The Special Education Service Area also provides School Psychology, Speech Language Therapy and Augmentative Communication services, behavior consultation, Regional Low Incidence Program services and direct services for adjudicated youth.

#### **CORE VALUES**

##### **Equity ...**

*we support a respectful work environment and access to educational services to all students*

##### **Commitment ...**

*to district and student success*

##### **Leadership...**

*that is informed, responsive, visionary and planful*

##### **Collaboration...**

*actively engaged with our partners to achieve success*

##### **Integrity...**

*approach our work with ethical actions, making and keeping commitments, courage and humility*

# Position Available – Instructional Assistant, Life Skills Education Program

*We are looking for talented, forward thinking, energetic candidates who can support Lane ESD's Vision and Core Values.*

## Key Responsibilities

1. Assist the classroom teacher in the planning and implementation of instructional activities, including special strategies for reinforcing instructional material or skills.
2. Implement instructional strategies that promote skill development and student independence, including the facilitation of student integration in school and community activities as appropriate.
3. Collect data as instructed by classroom teacher. Confer with the teacher to provide feedback on student performance, progress, and testing activities.
4. Establish and maintain positive rapport with students.
5. Provide for the identified physical needs of students such as toileting, feeding, therapy, medication administration and other related needs according to specified instruction or protocols.
6. Assist in monitoring classroom management in accordance with district's discipline procedures.
7. Implement behavior support plans using appropriate strategies and techniques as specified in the student's behavior support plan.
8. Supervise students in school and community settings to ensure student and staff safety.
9. Maintain confidentiality of information about students and staff.
10. Prepare and organize materials to support teaching and learning.
11. Be a cooperative and supportive member of the staff.
12. Perform other duties as assigned.
13. Complete all job activities in compliance with district policy and procedures.

## Qualifications

1. A High School diploma or equivalent is required.
2. Ability to communicate effectively with students and school staff is required.
3. The ability to follow teacher direction, including written instructional and behavior plans is required.
4. Experience working in a public school or community setting with students with moderate disabilities, including use of alternative means of communication is preferred.
5. First/Aid/CPR card is preferred.

<b>To Apply</b>		
<b>Submit/Click</b>	<b>Contact</b>	
<a href="https://lesd.tedk12.com/hire/index.aspx">https://lesd.tedk12.com/hire/index.aspx</a>	(541) 461-8202 hr@lesd.k12.or.us	1200 Highway 99 North Eugene, OR 94702
<ul style="list-style-type: none"> <li>• <b>Applicants must complete an online application available at <a href="https://lesd.tedk12.com/hire/index.aspx">https://lesd.tedk12.com/hire/index.aspx</a> in order to be considered for this position. Internet accessibility is available at Lane ESD and local libraries for applicants who do not have home internet access.</b></li> </ul>		
<b>Application Instructions and Requirements</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Applicants must complete an official Lane ESD application (see above link) to be considered for this position.</li> <li><input type="checkbox"/> Applications must include a cover letter, resume and two letters of reference.</li> <li><input type="checkbox"/> Only <u>complete</u> applications by 5 p.m. on the closing date will be considered for the position.</li> </ul>		
<b>Terms of Employment</b>		
<ul style="list-style-type: none"> <li>• <b>187 days per year (calendar days may be adjusted based on district needs). Positions includes health benefits and 6 paid holidays. Applicants hired for these positions are required to complete fingerprint-based criminal history verification and are responsible for the associated fees.</b></li> </ul>		
<b>Selection Process</b>		
<p>Those applicants who best qualify in terms of relevant experience and training will be invited to participate in the selection process, which will consist, at the minimum, of an oral interview. Internal applicants with qualifications that are equal to other interviewees will be given preference. A fingerprint-based criminal history investigation is required for all positions. Applicants selected for interview will be contacted by phone.</p>		

Lane ESD is an equal opportunity employer, and complies with federal and state statutes which prohibit discrimination on the basis of race, color, national origin, religion, sex, age, handicap and marital status.

Equity ♦ Commitment ♦ Leadership ♦ Collaboration ♦ Integrity

**Physical requirements of Instructional Assistant, Life Skills position:**

**MOBILITY**

- Sit – Depends on classroom and needs of students. Typically workers sit only occasionally while working with students on the floor or at desks. Younger/ smaller students typically sit at smaller desks and therefore, the EA will need to be able to sit in low chairs and on the floor.
- Stand – In most classrooms, standing is mixed with walking on a frequent basis while interacting with students, collecting supplies, and managing behaviors.
- Walk – Continuous walking can vary greatly depending on classroom. In some classrooms instructional assistants can walk up to 2 miles continuously without stopping or sitting and in excess of 5 miles over an entire shift. Some classrooms require constant walking over an entire shift with intermittent breaks to stand stationary or sit briefly. Most classrooms require frequent walking.
- Running – Required occasionally if student runs away from group in classroom or community settings to ensure student safety.

**STRENGTH**

NP = not performed	R = Rare (1% - 5% of day)
O = Occasional (6% - 33% of day)	F = Frequent (34% - 66% of day)
C = Constant (67% - 100% of day)	

Lift	NP	R	O	F	C
< 5 lb.				X	
6 – 10 lb.				X	
11 – 20 lb.			X		
21 – 30 lb.			X		
31 – 50 lb.			X		
51 – 75 lb.	X				
75 – 100 lb.	X				
Over 100 lb.	X				

Comments: Frequent lifting includes student items such as toys, games, books, meal trays, and bikes, all weighing less than 20#. Heavier items include boxes of teaching materials, books, magazines, and students. Boxes of materials are typically stored on racks ranging from floor level to 72” and boxes range in weight from 15# to 40#. Foot stools and help are available for lifting to higher shelves. Students range in weight from very small and less than 40# to quite large in excess of 200# depending on the classroom and of course age of the student. Students in high school classrooms may continue until they are 21. Students also differ on the amount of assistance required ranging from verbal cueing/ supervision to maximum assist of two people for some medically fragile/ severely delayed students. In most cases, Hoyer lifts are available for heavy transfers to and from changing tables. Some students have floor activities as part of their IEP and may need assistance to and from the floor. Most often, however, students are transferred at waist height from chair to chair or chair to bed for changing. Some students are at risk for “drop seizures” and need close monitoring so the staff can catch the student and assist them to the floor. Some students need physical redirection to stay on task or transition to a new task and may decide to suddenly drop to the floor during the physical redirection. This forces the staff member to catch the student and safely lower him/ her to the floor. This is rare in most classrooms, and students who may exhibit this behavior have been identified, and this can be a significant undetermined load.

Carry	NP	R	O	F	C
< 5 lb.				X	
6 – 10 lb.				X	
11 – 20 lb.			X		
21 – 30 lb.			X		
31 – 50 lb.			X		
51 – 75 lb.	X				
75 – 100 lb.	X				
Over 100 lb.	X				

Comments: Items carried include above listed items under lifting. Educational materials, toys, boxes containing books/ toys, etc..., food trays and students. Items are carried approximately 5 – 25 feet within the classroom and weigh up to 40#. Students can be carried up to 5 feet from the wheelchair to the changing tables depending on the set-up of the changing room and they can weigh in excess of 200#. Usually the entire student isn’t lifted or carried, but assisted into standing and supported while they move to the changing table.

Push/ Pull	NP	R	O	F	C
< 5 lb.				X	
6 – 10 lb.			X		
11 – 20 lb.			X		
21 – 30 lb.			X		
31 – 50 lb.			X		
51 – 75 lb.	X				
75 – 100 lb.	X				
Over 100 lb.	X				

Comments: Items pushed and pulled include wheelchairs, wheeled sit-stand desks, wagons/ wheeled cars, and ambulatory students for physical redirection. Wheelchairs may have to be pushed up ramps, over thresholds, or over curbs.

Each classroom has 1-2 students that use wheelchairs and they can be pushed over distances of up to 1-2 miles over uneven and sloped terrain. Typically, a manual wheelchair takes approximately 20# of force to move over even terrain, variable on slopes up to 50# of force.

### Agility

**Climb-** Stairs are rare. Typically, ramps can be used to avoid stairs. May climb on/off 8” step stool to reach items stored on high shelves.

**Bend-** Bending at the waist, knees, and neck is frequently required to interact with students on the floor or at low desks.

**Squat-** Partial squatting is frequently required when lifting, sitting on low chairs, and assisting small/ young students.

**Kneel** – Occasional when working on the floor. Can be reduced by squatting or sitting on the floor.

**Crawl** – Rare when playing with young students. Not required.

**Twist** – Occasional at the waist, knees and neck when playing with students and teaching.

**Reach** – Forward reaching and overhead reaching is occasional when reaching across the desk to assist students or retrieving items from 6 foot shelves.

Dexterity	NP	R	O	F	C
<b>Grasp</b>				X - Simple	
<b>Finger Dexterity</b>			X		
<b>Pinching</b>			X		
Eye – Hand Coordination			X		
Eye – Hand – Foot Coordination	X				
<b>Driving</b>	X				

Comments: Some fine dexterity work is required when interacting with children, and workers use sign language to communicate with some students.