MORROW COUNTY SCHOOL DISTRICT
JOB DESCRIPTION

POSITION TITLE: Educational Assistant
Special Education Assistant – Tier 1, 2, 3
Special Education Assistant – Life Skills
ELL Education Assistant
Alt Ed Assistant

SUPERVISED BY: Principal/Supervising Teacher and/or Program Director
EMPLOYEE ASSOCIATION: Classified – OSEA

**GENERAL DESCRIPTION OF THE POSITION:**

This position works under the direct supervision of the classroom teacher and/or principal to support instructional activities in the school. This job description covers the regular ed assistant; migrant/ELL ed assistant; alternative education assistant; and SpEd assistant (+ Tier, 1, 2, 3, and Life Skills). *The behavioral technician is covered in a separate document.*

**ESSENTIAL FUNCTIONS:**

1. Communicate and work with school age children in an effective and positive manner.

2. Follow oral and written instructions accurately

3. Operate computers, copy machines, audio-visual equipment and other office machines, as necessary.

4. Obtain and maintain first aid card. Administer first aid as required.

5. Supervise students in the classroom, gymnasium, cafeteria, playground, and other areas as directed.

6. Correct papers, record grades, compile simple statistics, maintain bulletin boards/curriculum centers, and maintain accurate records for required reports.

7. Request, gather, prepare and store materials for teachers and students.

8. Assist students in independent or small group work and follow-up, ~~administer remedial drill work~~ facilitate additional skill-building practice, and provide student assistance when necessary and as directed.

10. Perform general clerical duties: type, file, answer/make/route telephone calls, sort mail, prepare mailings, duplicate and collate materials as directed.

12. Assist in the maintenance of a neat, clean classroom and school environment.

13. Apply district, state and federal laws, rules and regulations as defined in district and school handbooks.

14. Be able to learn and apply techniques required for your job responsibilities.

15. Assist in maintaining a learning environment that promotes optimum learning and student safety in the classroom, locker room, gymnasium, playground area and other settings that may be assigned.

16. Utilize positive behavior management techniques and strategies as directed to assure student safety, dignity and responsibility for their own actions.

17. Resolve personal and professional conflicts appropriately; not in sight or sound of uninvolved students or staff, using the chain of command as necessary.

18. Be proactive to prevent injuries when they can be anticipated and to minimize the degree of injury by quick decisive action.

19. Maintain equipment to allow for maximum usage and student safety.

20. Perform other job-related duties as assigned to assure the emotional and physical well being of students.

21. Perform other appropriate duties as assigned by the supervisors.

***In addition to the items listed above, certain classifications of educational assistants have duties, specific to their assignment.***

**SPECIALIZED AREA REQUIREMENTS**: **Special Education Assistant**

1. Ability to lift and carry up to 50 pounds on a daily basis. Over 50 pounds, must seek assistance with lift.

2. Exceptional mobility, agility, strength, and speed of reaction. Demonstrated through MCSD basic physical ability test.

3. With training, comply with medical protocols including; catheterization, ~~toileting~~, feeding, medication, ~~hygiene~~, etc.

4. Assist students with daily routines, including feeding, toileting, diapering, and personal hygiene.

5. Maintain professional boundaries between student/home/parent with a focus on instructional objectives within IEP.

6. Appropriately intervene with student interaction, protecting safety and well-being of staff and student, up to and including restraint. Staff will maintain current de-escalation and restraint certification.

7. Understands the unique needs of special education students.

_____ Date_____
Employee Name

**Dependent Care (Health Care Needs) – Tier 1**

In addition to the Specialized Area Requirements noted above for Special Education, ed assistants assigned to this category of Special Education shall receive an **additional $250/month.** *Any staff subbing into this position for four (4) or more hours a day, will receive the additional hourly differential for hours worked.*

1. Student is serviced in the Life Skills/self-contained classroom, for a portion of their day.
2. Student needs supervision with feeding & changing.
3. Employee is required to life at least 50 pounds.

_____ Date_____
Employee Name

**Dependent Care (Health Care & Moderate Behavior Needs) – Tier 2**

In addition to the Specialized Area Requirements noted above for Special Education, ed assistants assigned to this category of Special Education shall receive an **additional $300/month.** *Any staff subbing into this position for four (4) or more hours a day, will receive the additional hourly differential for hours worked.*

1. Student is serviced in the Life Skills/self-contained classroom, for a portion of their day.
2. Student needs minimal assistance with feeding & changing.
3. Employee is required to lift at least 50 pounds.
4. Staff member must supervise and support moderate ~~to severe~~ behavior challenges.

_____ Date_____
Employee Name

**Dependent Care (Health Care, Medically Fragile, Moderate Behavior and Supervision Needs) – Tier 3**

In addition to the Specialized Area Requirements noted above for Special Education, ed assistants assigned to this category of Special Education shall receive an **additional $350/month:**

1. Student is serviced in the Life Skills/self-contained classroom.
2. Student needs moderate assistance with feeding & changing.
3. Employee is required to life at least 50 pounds.
4. Student is medically fragile.
5. In addition to needs listed above, the student has compounded existing comorbid disabilities that require intense support.
6. In addition to, or due to severe behavior needs, the staff member must supervise and support student that has a behavior plan with ~~an intense~~ a moderate need for supervision due to safety concerns.

_____ Date_____
Employee Name

**Life Skills Assistant (District Position)**

In addition to the Specialized Area Requirements noted above for Special Education, ed assistants assigned to this category of Special Education shall receive an **additional $600/month.** *Any staff subbing into this position for four (4) or more hours a day, will receive the additional hourly differential for hours worked.*

1. Student is serviced in the Life Skills/self-contained classroom.
2. Student needs full adult assistance with feeding and/or changing.
3. Student is medically fragile and has multiple medical protocols.
4. Student has behavior protocols due to violence and aggression towards staff, self, and/or other students.
5. Student must have a staff member that is highly trained around restraints, de-escalation tactics, following and implementing safety and violence protocols and can carry out the ability to carry out restraints and physical demands of high-level supervision tactics.

**SPECIALIZED AREA REQUIREMENTS**: **ELL/Migrant Educational Assistant**

1. Multi-cultural sensitivity.
2. Understands the unique needs of ELL students.
3. Understands the unique needs of migrant students.

_____ Date_____
Employee Name

**SPECIALIZED AREA REQUIREMENTS**: **Alternative Education**

1. Ability to obtain a CDL-B with a school bus endorsement necessary to operate school bus.
2. Ability to obtain a food handlers card. Organize, execute, and assist with meal operations.
3. Appropriately intervene with student interaction, protecting safety and well-being of staff and students, up to and including restraint.
4. Understand the unique needs of alternative education students.

_____ Date_____

Employee Name

**Spanish Speaker**

Classified staff who predominately work with students during the course of the regular school day, are eligible for compensation ($100 per month) upon successfully passing a district approved Spanish Competence Test. The test will include reading, writing and speaking components. The district has the prerogative to limit the number of eligible participants per school.

If you pass the Spanish Competence Test and choose to receive the monthly stipend, you agree to:

1. Translate for staff when needed.
2. Translate meetings/parent conferences.
3. Translate English documents into Spanish.

_____ _____

Employee Name Date

**OTHER REQUIREMENTS**:

MINIMUM QUALIFICATIONS: Must have at least a high school diploma or equivalent and meet NCLB educational requirements.

KNOWLEDGE: Must be knowledgeable in English, spelling, punctuation, arithmetic, basic bookkeeping procedures, general classroom procedures and practices.

ABILITIES: Must have the ability to maintain harmonious working relationships with other employees and the public; follow oral and written instructions accurately; supervise students; and learn, interpret and apply rules and regulations.

EVALUATION PROCEDURE: Performance will be evaluated at least annually in accordance with school board policy and the negotiated agreement between OSEA and the district.

ATTENDANCE: Satisfactory employee attendance is an essential function of employment as required by MCSD policy GCBE: **Satisfactory attendance is defined as not more than an**

**average of one day of absence for illness or injury per month, except in such cases as major surgery, recovery from a serious or life-threatening accident or illness, or as a result of a documented mental or physical impairment that constitutes a disability. Qualifying leaves as defined under Federal and Oregon Family Medical Leave Act laws, also apply.**

TRAINING PERIOD: 12 months probationary period.

**BASIC PHYSICAL DEMANDS:**

ENDURANCE-MOVING ABOUT: Frequently (1/3 to 2/3 of the time). Move from location to location or point to point to perform tasks of the job.

ENDURANCE-OVERALL STRENGTH: Moderate Work. Exerts force and/or lifts or carries objects weighing up to 15-30 pounds occasionally. Other specialty descriptions are noted above, as to overall strength.

FEELING: Occasionally (up to 1/3 of the time). Perceive such attributes of objects and materials as size, shape, temperature, or texture by means of receptors in the skin, particularly the fingertips.

- *SPECIFIC EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO: Must be able to perceive the temperature of equipment to detect overheating.*

TALKING: Frequently (1/3 to 2/3 of the time). Express or exchange ideas by means of the spoken word to impart oral information to students, staff and patrons and convey detailed spoken instructions accurately.

- *SPECIFIC EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO: Speak clearly in response to questions from students, staff and patrons; convey oral instructions to students; verbally administer remedial drills.*

HEARING: Constantly (2/3 or more of the time). Perceive the nature of sounds by the ear. Must be able to perceive the sounds of machines and equipment to detect possible faulty operations. Must be able to hear alarms and distress sounds.

SEEING: Constantly (2/3 or more of the time). Obtain impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects. Must be able to clearly distinguish physical hazards. Must be able to clearly distinguish physical hazards; must see to monitor student's behavior and ensure compliance with rules.

REACHING: Occasionally (up to 1/3 of the time) Extend the hands and arms in any direction.

**ENVIRONMENTAL CONDITIONS:**

LOCATION: Inside and outside. On site. Work is predominantly inside and generally provides protection from weather conditions, but not necessarily from temperature changes. May supervise students outside during recess and bus arrival/departure.

STAIRS/STEPS: Occasionally (up to 1/3 of the time). Ascend or descend stairs, steps, or similar uneven surfaces to access any required work area or other area related to functioning in the workplace.

TEMPERATURE CHANGES: Occasionally (up to 1/3 of the time)
Endure variations in temperature that are sufficiently marked and abrupt to cause notice bodily reactions. Adjust from exposure to outside high (summer months) and low (winter months) temperatures to room temperature classroom.

**LEARNING DEVELOPMENT DEMANDS**:

REASONING: Intermediate-High. Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

MATHEMATICAL: Basic-Intermediate. Add, subtract, multiply, and divide all units of measure. Perform the four operations with common and like decimal fractions. Compute ratio, rate and percent; draw and interpret different forms of graphs. Perform arithmetic operations involving monetary units including interest and percentage calculations.

READING: Intermediate. Read material such as newspaper, ledgers, journals, manuals, dictionaries, thesauruses, and research materials. Must be able to read material safety data sheets, written instructions, school board policies, state and federal laws and regulations, and warning labels.

WRITING: Basic-Intermediate. Write memos and bulletins, prepare expositions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction, and style.

SPEAKING: Intermediate. Speak with poise, voice control, and confidence, using correct English and well-modulated voice when working with students, staff, and patrons of the district. These speaking abilities are also required when conducting business with customers on the telephone. Some speaking in front of groups is also required.

**TEMPERAMENT REQUIREMENTS:**

VARIATION: Make frequent changes of tasks involving different aptitudes, technologies, techniques, procedures, working conditions, physical demands or degrees of attentiveness without loss of efficiency or composure.

INTERPERSONAL: Demonstrate willingness to allow interpersonal relationships in job situations beyond receiving work instructions. Must be able to interact and work cooperatively with students, staff and patrons of the school district.

DECISIVE: Solve problems, make evaluations, or reach conclusions based on subjective or objective criteria, such as the five senses, knowledge, past experiences, or quantifiable or factual data.

**RELATIONSHIP REQUIREMENTS:**

PEOPLE: Taking Instructions - Helping. Attends to work assignment, instructions, or direction of teachers and/or principal; attends to the needs or requests of people involving immediate response; talks with people to convey or exchange information.

THINGS (EQUIPMENT/MACHINERY): Operating - Controlling. Start, stop, control, and adjust the progress of machines or equipment. Become familiar with physical education equipment including safety requirements.

***ACKNOWLEDGMENT***

***THIS JOB DESCRIPTION IS INTENDED TO PROVIDE AN OVERVIEW OF THE REQUIREMENTS OF THE POSITION. AS SUCH, IT IS NOT NECESSARILY ALL INCLUSIVE, AND THE JOB MAY REQUIRE OTHER ESSENTIAL AND/OR NON-ESSENTIAL FUNCTIONS, TASKS, DUTIES, OR RESPONSIBILITIES NOT LISTED HEREIN. NOTHING IN THIS JOB DESCRIPTION, NOR BY THE COMPLETION OF ANY REQUIREMENT OF THE JOB BY THE EMPLOYEE, IS INTENDED TO CREATE A CONTRACT OF EMPLOYMENT OF ANY TYPE.***

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Signature Date

*Updated:* ~~*June 2014*~~ *October 2026*