



CLASSIFICATION DESCRIPTION

TITLE: Early Childhood Supports and Screening Assistant

<u>Title of Immediate Supervisor:</u> Special Education Teacher, Early Childhood Screening Coordinator, ECSE TOSA and/or Director of Special Services	<u>Department:</u> Special Services	<u>FLSA Status:</u> Non-Exempt
<u>Accountable For (Job Titles):</u>		<u>Pay Grade Assignment:</u> Educational Assistants, Addendum A, Wages

General Summary or Purpose Of Job:

Assists special education teachers with meeting the educational, emotional, and physical needs of children with special needs. Assists in guiding children through various daily routines and activities by utilizing a strength based approach to learning that supports age appropriate behavior and thinking. Assists in implementing the Individual Education Plan (IEP). Assists with daily living skills. Assists the instructional staff, as well as specialists, in providing for the educational, physical, safety, and general life skills development of children with special needs. Administers and screens children with validity using the assigned tool as approved by the Minnesota Department of Education.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FREQUENCY
1.	Administers and screens children with validity using the assigned tool as approved by the Minnesota Department of Education.	Weekly 50%
2.	Assists with the educational needs and the goals of the teaching staff using prescribed methods. Utilizes the formal setting, including technical settings, to informally adapt to the special learning needs of individual students. Conducts regular assessment of student progress within a session or a class, and adjusts lessons accordingly. Assists students with using computer-based instructional activities. Supports individuals or small groups to reinforce material introduced by teachers and make progress on Individualized Education Program goals.	Weekly 50%



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3.	Performs other duties as assigned.	As required
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Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a minimum of a high school diploma or GED certificate, and two years of secondary education or successful completion of the ParaPro test.

- Knowledge of assigned grade level general education courses, and ability to support children in meeting the instructional outcomes.
- Knowledge and ability to support students with daily living skills which may include, but are not limited to: dressing/undressing for PE, toileting, eating and hygiene.
- Ability to support individuals or small groups to reinforce material introduced by teacher and make progress on Individualized Education Program goals.
- Non-violent Crisis Prevention (NCI) - Training provided by district within first year of employment
- Early Childhood Screening Tool- Training provided by the district within the first month of employment. Evidence thereafter of administration with fidelity and validity.

Certification or Licensing Requirements (prior to job entry):

None required upon entry.

Knowledge Requirements:

Requires knowledge of:

- CPR and first aid.
- Allergies and allergic reactions
- Various disabilities and unique needs
- General knowledge of transporting students with special needs

Skill Requirements:

Skilled in:

- Working with children with a determined or potential disability
- Student behavior management and crisis intervention; ability to work with emotionally unstable students



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- Written and verbal communication skills at an excellent level
- Interpersonal skills at an above average level
- Using general office equipment such as computers and copiers for instructional purposes
- Proper method of lifting and moving of students, especially transferring students to and from wheelchairs and using transfer belts
- Screening tool administration
- Verbal and non-verbal communication with Early Childhood Screening staff, parents and children.

Ability Requirements:

Ability to:

- Assist students with Supramalleolar Orthosis (SMOs) and splints
- Assist students with mechanical and manual equipment used in classroom activities
- Administer medications, including inhalers and epi-pens
- Assist students with-activities of daily living such as toileting
- Handle medical safety issues, such as bodily fluids
- Follow and implement and Individual Educational Plans (IEP)
- Interpret the student policy handbook
- Support daily lessons
- Work with teachers in diverse subject areas at grade level
- Be patient with children.
- Follow and implement Early Childhood Screening program procedures.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit		√		
Use hands dexterously (use fingers to handle, feel)		√		
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear			√	
Taste and smell	√			
Lift & Carry:				
Up to 10 lbs.		√		
Up to 25 lbs.		√		



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Up to 50 lbs.	√	√		
Up to 100 lbs.	√			
More than 100 lbs.	√			

General Environmental Conditions:

Work is generally performed in normal classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work. Occasionally, work is performed in outdoor weather conditions, such as supervising students as they load onto and unload from school buses, and work is occasionally performed in wet or humid conditions when assisting students with swimming activities and field trips.

The typical noise level is considered to be moderate.

General Physical Conditions:

Work can be generally characterized as:

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. Assistants are often required to lift or assist others in lifting students.



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<u>Vision Requirements:</u> Check box if relevant	Yes	No
No special vision requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Close Vision (20 in. of less)	<input type="checkbox"/>	<input type="checkbox"/>
Distance Vision (20 ft. of more)	<input type="checkbox"/>	<input type="checkbox"/>
Color Vision	<input type="checkbox"/>	<input type="checkbox"/>
Depth Perception	<input type="checkbox"/>	<input type="checkbox"/>
Peripheral Vision	<input type="checkbox"/>	<input type="checkbox"/>

Job Classification History:

Classification reviewed and revised by Penn, Inc., Human Resource Management Consulting