

Browning Public Schools  
**Board Agenda Request**  
 Meeting to Be Held: 12/13/16



- Recognition:**     Students                       Staff                       Parents
- Information:**    Building Report               Old Business               Superintendent's Report
- Action:**         Resignation                       Hiring                       Contract Service Agreements
- Travel Out-of-State               Travel In State               Approvals
- Termination                       Legal Matters               Other:
- This action request pertains to  Elementary (only)               High School/District Wide

**Date:**        12/5/16

**To:**            **John Rouse**  
                     Superintendent

**From:**        Jason Andreas  
                     Title:        Executive Director

**Subject: Create New Position - Special Education TA**

**Description:** Jill Mattingly, Special Education Director, is recommending the creation of a special services TA position to assist the speech language pathologists with the large case load. BPS has been budgeting and advertising unsuccessfully for a 1.0 FTE speech language pathologist for 2 years. As an alternative to filling the speech language pathologist position, Mrs. Mattingly would like permission to add 1 additional special services TA position to assist the current speech language pathologists resulting in a savings for the district.

**Was:** Certified Lane 1/Step 0 = \$34,654.00 = 18% fringe \$6,238.00 + Health Insurance \$11,400.00 = \$52,292.00

**Now:** Classified Lane 3/ Step 1 = \$15.22 x 1496 hours \$22,769.00 + 18% fringe \$4,098.00 + Health insurance \$11,400.00 = \$38,267.00

**Financial Impact: \$38,267.00**

**Funding Source (Budget/grant, etc.):**

**Attachment(s):** Speech Education TA Job Description

**Approval:** Superintendent's Office/Finance/Personnel as applicable (Initial) \_\_\_\_\_

**Comments:** \_\_\_\_\_

**Board Action:**     N/A (Info)     Approved     Denied     Tabled to: \_\_\_\_\_



**Browning Public Schools**  
**JOB DESCRIPTION**  
Effective: March 19, 2003



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## **Special Education Teacher Assistant**

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### **Summary of Functions**

Assists the teacher in achieving teaching objectives by working with individual students or small groups to help them achieve the skill levels of the class as a whole. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers. Works primarily with students with disabilities.

### **Essential Duties and Responsibilities**

- 1) Instructional Support - Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. Distributes and collects workbooks, papers, and other materials for instruction. Checks notebooks, corrects papers, and supervises testing and make-up work, as assigned by the teacher. Assists students in the library or media center.
- 2) Non-instructional Support – Performs clerical and other supportive tasks for the teacher that are primarily non-instructional in nature.
- 3) Personal Hygiene – May be required to care for the personal hygiene needs of students with severe disabilities, including feeding, diapering, toileting, bathing and lifting.
- 4) Classroom Environment – Prepares and maintains the physical environment of the classroom. Keeps bulletin board and other classroom learning displays up-to-date.
- 5) Student Monitoring - Alerts the teacher to any problem or special information about an individual student.
- 6) Equipment – Operates and cares for equipment used in the classroom for instructional purposes.
- 7) Public Relations – Presents a positive image of the school and conveys genuine concern in assisting the public, staff and students with their needs.
- 8) Records – Maintains accurate, complete and correct records and prepares and submits reports as required.
- 9) Relationships – Establishes and maintains good working relationships with supervisor, staff, students and public. Carries out duties and responsibilities in a professional manner.
- 10) Student Supervision – Supervises students in the lunchroom, during recess, emergency drills, assemblies, field trips, etc. Monitors the hallways and bathrooms.
- 11) Student Conduct – Encourages students to set and maintain standards of classroom behavior.
- 12) Reports – Maintains accurate, complete and correct records and prepares reports as required by law, district policy and administrative regulation.

- 13) Training – Participates in in-service training programs, as assigned. Must complete First Aid/CPR training at first date offered by district following hiring
- 14) Confidentiality – Maintains confidentiality over protected, privileged, or sensitive information, verbal and written, including student information and records, to prevent unauthorized disclosures.
- 15) Other – Performs such other functions and assumes such other responsibilities as the supervisor may from time to time assign or designate.

### **Organizational Relationships**

Supervised by and reports to the principal or his or her designee.

### **Qualifications**

Education/Experience – Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- High school diploma or equivalent. *Note: Government educational requirements may in the future require instructional support staff to obtain a two-year AA degree (or equivalent college credits) or pass an equivalency test as a condition of continued employment.*
- Ability to communicate effectively with students, staff and parents
- Genuine interest in teaching students
- Ability to work under conditions of constant interruption
- Ability to establish and maintain positive relationships with others as part of a team
- Physical ability to sit for a portion of the time; walk and stand for extended periods; and to exert 10 to 20 pounds of force frequently to lift, carry, push, pull or otherwise move objects
- May require the ability to lift, carry or physically restrain a child
- Good work habits

**Desirable Qualifications** – Two-year AA degree (or equivalent college credits). Previous knowledge and background in working with special needs students and educational techniques. Experience in working in Native American communities. Clerical and technology skills.

**Work Environment** – The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.