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OAKLAND UNIFIED SCHOOL DISTRICT

Position Description

TITLE:	Instructional Support Specialist, Special Education	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	As Assigned	CLASSIFICATION:	Classified – Unit determination petition will be filed with PERB
FLSA:	Non-Exempt	WORK YEAR/HOURS:	261 days / 7.5 hours or duty days and hours as assigned
ISSUED:	Created: April 2015	SALARY GRADE:	TBD

BASIC FUNCTION: As part of the instructional team and under the direction of an assigned supervisor, perform a variety of specialized educational supports, including the implementation of behavioral interventions, increased access to the common core curriculum and, as needed, meet physical needs of students with disabilities. Key distinctions in this role compared to other paraprofessional roles include specialization in instructional supports that can support students to moving to less restrictive environments, training and enhanced abilities in providing behavioral supports to all students, and providing a pathway to a certificated position for interested employees. Although providing physical and health support services to students with disabilities may be directed on an as needed and case by case basis, it is not anticipated to be a daily task applying to all students supported by the Instructional Support Specialist.

This position may be used to identify potential teacher and other educational professional candidates. Collaborating with institutions of higher learning, educational development corporations, the business community, teacher preparation programs, human resources, special education, etc., the District will provide direct support to Instructional Support Specialists seeking to become teachers by assisting them in completing the educational and credentialing requirements.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

ESSENTIAL FUNCTIONS:

Under the guidance of a certificated teacher provide core curriculum instruction and behavior intervention to students with disabilities (Pre-K through young adult) in an assigned classroom or program; support students with meeting goals and objectives including students with IEPs.

Participate in Individual Educational Plan (IEP) meetings; read IEP goals to support instruction to maximize student progress when trained by appropriate staff. Support the implementation of the behavior intervention plans for all special education students; provide positive reinforcement supports to other special education students experiencing behavior difficulties; support with non-special education students experiencing behavior problems if it does not interfere with the special education responsibilities.

Follow the schedule of activities for implementing student instruction and behavior plans; participate in staff development programs to reinforce interventions for students needing instructional or behavioral support.

Help prepare for periodic inspections of classroom environments to assure established standards of plan implementation are maintained.

Confer with Behavior Specialist, school administrators, teachers and site staff concerning individual student progress toward behavior plan goals.

Help manage behavior of students; intervene in crisis/emergency situations involving aggressive or uncontrolled behavior of identified students; restrain disruptive or dangerous students, when certified, in situations only when student is a danger to him/herself and/or others.

Work cooperatively with classroom teachers, interpreting the abilities and disabilities of students, assisting in classroom intervention strategies, modifying general education curricular as necessary and assisting students with class assignments.

Assure compliance with governmental regulations, codes and reporting requirements concerning those Special Education students affected by his/her services. Notify immediately appropriate personnel and agencies, and follow established procedures when there is reasonable suspicion of substance abuse, child neglect, severe medical or social conditions or potential suicide.

Provide data to teachers and other staff that will inform student progress reports provided to parents.

Support teachers and administrators in the coordination and monitoring of student behavior contracts; verify completion of appropriate student interventions and behavior consequences.

Prepare and maintain a variety of detailed records, files and data logs.

Monitor response to behavior intervention and instruction for students who receive special education services.

Perform a variety of clerical duties such as duplicating instructional materials, scoring papers and recording grades; assist in keeping attendance; prepare and maintain files and reports regarding student discipline, interventions and consequences as assigned.

Provide support to the teacher by setting up work areas and displays, operating audio-visual equipment, and distributing and collecting papers, supplies and materials; confer with teachers concerning programs and materials to meet student needs.

Administer, monitor and score a variety of tests and assignments to comply with established test criteria and provide a reliable testing environment; rephrase materials and explain instructions and words.

Maintain confidentiality of student records and information both written and verbal.

Communicate expectations, provide guidance and show an active interest in student progress.

Facilitate self-reliance, problem-solving, critical-thinking, creativity and performance skills.

Actively supervise in non-academic settings, including monitoring lunchroom activities and mealtime procedures, including feeding and cleaning as needed.

Strive to develop rapport and serves as a positive role model for others.

Maintain basic knowledge of computers including Microsoft Office.

Attend a variety of meetings, workshops and professional development.

Adhere to site and department codes of conduct; promote a professional image of the school district.

Respond to emergency situations to ensure immediate resolution and appropriate documentation of safety concerns by appropriate personnel.

May assist with the transportation of students; position and reposition students requiring the use of medical equipment, wheelchairs, braces, and other orthopedic equipment; make minor adjustments on lifting and other equipment as necessary; assure the safe use and operation of wheelchairs, prosthetic devices and other equipment as needed or directed.

May assist students with washing, toileting (may include lifting on and off toilet), diapering, dressing and undressing, grooming and other activities necessary for maintaining personal hygiene and neatness as needed or directed.

Provide basic first aid and specialized health care as needed or directed.

May volunteer, on an annual basis, to be trained to administer Diastat and will administer Diastat as needed. May also volunteer to perform medical procedures when trained and supervised by appropriate staff.

Perform related duties as assigned.

QUALIFICATIONS:

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

KNOWLEDGE:

Basic principles and practices of behavior techniques

Techniques used in guiding and motivating students

Special needs, issues, and requirements of special education students

Common Core Standards, Content Standards, Curriculum, Response to Intervention, Full Service Community Schools

Positive reinforcement systems and behavioral strategies to maintain safe learning environments

The 13 disability categories outlined in California Education Code and how they affect students' ability to access education

Current District curriculum and school instructional programs in assigned area

Utilization of various forms of assessment to guide and design instruction

Basic concepts of child growth and development and developmental behavior characteristics

Methods, techniques and procedures for lifting and moving children incapable of providing assistance

The special needs of students who have behavioral, and/or learning disabilities

Child guidance principles and practices

Subjects taught in District schools, including arithmetic, grammar, spelling, language and reading

Safe practices in classroom and playground activities

Instructional methods and techniques

Effective pedagogy for ethnic populations, English, and Standard English Learners

Applicable federal, state, and District codes, regulations, policies and procedures governing work scope

Planning, organization and coordination needed for assigned program

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students

Basic record-keeping techniques

Classroom procedures and appropriate student conduct

Problems and concerns of disabled and/or at-risk students

Safe contact with bodily fluids, blood-borne pathogens, and communicable diseases

Effective student management techniques

Correct English usage, grammar, spelling, and punctuation

Technology and computer software applications relative to instruction, administration, and education

Accepted record keeping and reporting methods and strategies

Operation of office, instructional and audio-visual equipment

Computer software, hardware, and related technology

ABILITIES:

Apply identified behavior techniques in school setting

Learn and apply techniques for physically restraining and controlling students safely in specific situations

Effectively participate in and implement training in Emergency Behavior Intervention

Assist teachers and staff in meeting the educational goals of students with identified behavior needs

Carry out duties safely and calmly in unexpected or emergency situations

Assist with instruction and related activities in a classroom or assigned learning environment

Reinforce instruction to individual or small groups of students as directed by the teacher

Reinforce instruction to students with disabilities, communication, and behavioral problems

Demonstrate an understanding, patient, and receptive attitude towards children with special needs

Add, subtract, multiply and divide quickly and accurately

Understand and follow oral and written directions

Learn the procedures, functions and limitations of assigned duties

Assist disabled students in areas related to activities of daily function, such as feeding, toileting, exercises, and positioning

Remain calm and exercise judgment in dealing with emergencies and special health needs

Gather data and prepare reports, as directed

Establish and maintain cooperative relationships with students, school personnel, parents, co-workers, and the public

Work independently with appropriate direction and follow established policies and practices

Work confidentially and with discretion

Communicate effectively in the English language, both orally and in writing

Analyze situations accurately and adopt an effective course of action

Supervise and discipline students according to approved policies and procedures

Learn and use technology and computer software applications as appropriate to the work environment

Use tact, patience, and courtesy when dealing with people, and discretion in handling of confidential records

Understand and be sensitive to those of culturally and linguistically diverse backgrounds

Use initiative and judgment in discussing problems involving practices and policies with the public and District staff

Read, understand, interpret, and follow laws, rules, regulations, processes, policies, and methods of the office, the District, and the State of California in accordance with assigned duties

Qualify for a Standard First Aid and CPR certificate

Apply integrity and trust in all situations

Operate personal computer, related software, and other office equipment

PREREQUISITES: Bachelor's Degree in Education, Psychology, Sociology, Social Work or one of the related behavioral sciences. For employees who are employed as OUSD Intervention Specialists as of April 22, 2015, their education and OUSD work experience satisfies the degree prerequisite for the position.

40 hours of training in Applied Behavioral Analysis (ABA) required

Currently have, or willing to obtain certification in Crisis Prevention Intervention (CPI)

At least one year of experience working in an educational setting with students who present behavioral challenges and may be eligible for special education under the following categories: Emotional Disturbance, Autism and/or Intellectual Disability required

Experience implementing intensive behavioral intervention programs required

Possess and maintain a valid First Aid Certificate and CPR Certificate

Valid California Driver's License, if applicable

PRE-EMPLOYMENT PROCESS:

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

WORKING CONDITIONS

ENVIRONMENT:

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions; exposure to a variety of childhood and adult diseases and illnesses

PHYSICAL REQUIREMENTS:

Consistent mental alertness; sitting or standing for extended periods of time; occasionally lifting, carrying, pushing, and pulling objects up to 50 pounds, must be able to lift, carry, push or pull objects that are greater than 50 pounds on an occasional basis, with assistance; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

NON-DISCRIMINATION POLICY:

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.