



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

INVITES APPLICATIONS FOR:

**Substitute Instructional Assistant,
Special Education Programs**

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, educational and behavioral plans designed to meet the needs of students with moderate to severe disabilities.

Closing Date	Start Date	Salary
Open Until Filled (Applications screened as received)	Immediately upon selection	\$12.50 per hour

On Call – As Needed Position

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

About Lane ESD's Special Education Classrooms

Life Skills Education Program

Life Skills students have significant intellectual disabilities. Life Skills classrooms serving students Kindergarten through Grade 12 are located in school district buildings throughout Lane Co. The instructional focus is on functional academics and life activities. Transition classrooms serving students aged 19-21 are located on Lane ESD's Westmoreland campus and these students receive most of their instruction in community-based settings. Many students require assistance with personal care routines or demonstrate challenging behaviors. Long-term substitutes may be trained to implement delegated nursing tasks, such as tube feeding.

Position Available – Substitute Instructional Assistant, Life Skills Program

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

Lane School Program

Lane School is located on Lane ESD's Westmoreland campus. It is a short-term behavioral and academic day school designed for students kindergarten to Grade 8 in who have been identified with an emotional/behavioral disability and are experiencing significant behavioral, social, and academic difficulties. Students are referred by their resident school district. Lane School is a reintegration program designed to transition students back to their home school.

Comprehensive Services Program

Comprehensive Services Program is located on Eugene 4J's Fox Hollow campus. It serves students Kindergarten to Grade 8 with mental health needs. Services are designed to help students gain the skills needed to be successful in a less restrictive setting. Students are referred by their resident district and transition to a less restrictive setting as determined appropriate by an IEP team.

Key Responsibilities	Qualifications
<ol style="list-style-type: none"> 1. Serve as an Instructional Assistant under the direction of the classroom teacher. <ol style="list-style-type: none"> a. Perform tasks as directed on a one-to-one basis or in small group situations by the classroom teacher. b. Assist teacher in implementing student programs. 2. Assist the teacher with students during lunch time activities and/or recess. 3. Perform related duties as assigned by the classroom teacher. 	<ol style="list-style-type: none"> 1. A High School diploma or equivalent is required. 2. Ability to work with moderately and severely handicapped students in group or individual situations in a classroom setting. 3. Ability to follow directions and carry out assigned tasks as directed by the teacher. 4. Ability to perform the physical requirements of the position. (See the attached physical requirements.) 5. Prior experience working with moderately and severely handicapped persons preferred.
To Apply	
Click https://lesd.tedk12.com/hire/index.aspx	Contact (541) 461-8244 hr@lesd.k12.or.us 1200 Highway 99 North Eugene, OR 94702
<ul style="list-style-type: none"> • Applicants must complete an online application available at https://lesd.tedk12.com/hire/index.aspx 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. 	
Application Instructions and Requirements	
<input type="checkbox"/> Applicants must complete the Lane ESD online application (see above) to be considered for this position.	
Terms of Employment	
<ul style="list-style-type: none"> • Substitute Position – On Call basis only. No fringe benefits. 	
Selection Process	
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 reference checks. A fingerprint-based criminal history investigation is required for all positions.	

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 Substitute 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 – In most classrooms walking is mixed with standing on a frequent basis. Continuous walking usually occurs over short distances up to 100 feet.
On a more rare basis some workers can walk two to three blocks continuously when escorting students during community outings. This is more typical in middle and high school classrooms.
- 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. Lifting students occurs from floor to waist level. 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. Note: 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.

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
Grasp				X - Simple	
Finger Dexterity			X		
Pinching			X		
Eye – Hand Coordination			X		
Eye – Hand – Foot Coordination	X				
Driving	X				

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