

## SCHOOL DISTRICT NO. 62 (SOOKE)

**TITLE:** EA - DISTRICT INCLUSION ASSISTANT

**QUALIFICATIONS:**

1. Formal and/or district training and experience using augmentative communication, including Signed English, Picture Exchange Communication System, and Dynamic Display Devices (i.e., Nova Chat, Touch Chat).
2. High school Grade 12 graduation plus a minimum of 2 years successful experience as an Educational Assistant.
3. Current CPI, or alternate Non-violent Crisis Prevention, Certificate.
4. Recognized certificate in Autism, as well as additional professional development that has transferred into successful experience working with a variety of students with Autistic Spectrum Disorder from K-12.
5. Extensive formal and/or district training and experience working with Applied Behavioural Analysis, Verbal Behaviour, Intensive Behaviour Interventions (IBI) and/or Discrete Trial Training.
6. A recognized teaching (educational) assistant certificate or equivalent.
7. Extensive formal and/or district training and experience with assessment and teaching tools used with a variety of learners, including Assessment of Basic Language and Learning Skills (ABLLS).
8. Extensive formal and/or district training and experience using assistive technology including Boardmaker, Clicker, Google Read and Write and/or Kurzweil.
9. Extensive formal and/or district training and experience working with and implementing the recommendations of other agencies and partners (i.e. CLBC, ACT, POPARD, SETBC, and District's Support Services Team).
10. Strong work ethic and consistent attendance record.

**RESPONSIBLE TO:**

School Administrator / District Principal of Student Support Services

- As a District Inclusion Assistant, school assignments may be changed in accordance with district need.

**SUPERVISES:**

N/A

**JOB GOAL:**

Educational Assistant for Students with Complex Needs

To support students in the district as part of the school team (administration, classroom teacher, Integration Support Teacher), District Inclusion Coaches and District Team (therapists). Student population includes students who are physically dependent, students with multiple disabilities, students with Autistic Spectrum Disorder, and students with Behavioural difficulties and/or Communication difficulties.

**TITLE: DISTRICT INCLUSION ASSISTANT**

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**PERFORMANCE RESPONSIBILITIES:**

Under the direction of the school team (administration, classroom teacher, integration support teacher, district curriculum advisors or district team staff (therapists):

1. Demonstrate and practice proactive behaviour strategies and be able to work effectively with students who demonstrate challenging behaviour.
2. Successfully implement functional behaviour assessments and positive behaviour support plans
3. Understand ways to modify and adapt curriculum and parallel activities.
4. Demonstrate understanding of social skills development, social interaction and peer relationships.
5. Incorporating sensory activities into a student's daily routine.
6. Perform lifts and transfers.
7. Be physically able to support students in a variety of learning environments (sitting on the floor, halls and stairways, table and chair, carpet time, etc.).
8. Facilitate students in attaining independent daily living skills (dressing, feeding, and toileting).
9. Implement daily exercise program under direction of a physiotherapist and occupational therapist.
10. Be physically able to participate in community resources (swimming, riding, music therapy or other community programs).
11. Understand and apply the concepts to assist students in achieving sensory regulation under the direction of the occupational therapists.
12. Familiar with Microsoft Office software and associated file types.
13. Appropriately utilize and/or write social stories to district standards.
14. Demonstrate understanding for students from diverse cultures and be ready to address their unique learning needs.
15. Demonstrate an understanding of how pre-exposure to alcohol/drugs may affect a student's performance.
16. Prepare and correctly utilize visual supports according to district standards.
17. Have the ability to build trusting and respectful relationships with staff and students.
18. Be able to deal with feedback or challenges associated with work.
19. Have a consistent attendance record.
20. Work collaboratively as a member of a team and use initiative to implement the student program as directed in the student's IEP (Inclusive Education Plan).
21. Collect data as needed via various tracking methods, i.e. Frequency charts, ABC charts, etc.
22. Demonstrate initiative and good judgment.
23. Facilitate development of student's self-monitoring skills and building student independence whenever possible.

**TERMS OF EMPLOYMENT:**

Maximum of six (6.5) hours per day during the school year of September through June.  
Teaching days, September through June or when assigned students are normally in class.

**TITLE: EDUCATION ASSISTANT FOR STUDENTS WITH COMPLEX NEEDS**

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EVALUATION

DATE: November 19, 2015

JOB TITLE: EA – District Inclusion Assistant

Factor	Degree	Points	Substantiating Data
1. Knowledge	5	75	High school Grade 12 graduation plus an additional programme of over one and up to two years or equivalent.
2. Experience	6	90	Three years and over.
3. Judgement	4	40	The job requires adapting established methods or procedures. Work involves a choice of methods or procedures.
4. Concentration	5	50	Almost continuous periods of long duration.
5. Physical Effort	3	18	Light activity of long duration; <b>OR</b> Medium activity of intermediate duration; <b>OR</b> Heavy activity of short duration.
6. Dexterity	4	24	Job requires tasks that demand coordination of coarse and fine movements, where speed is a major consideration; <b>OR</b> Coordination of fine movements, where speed is a moderate consideration.
7. Accountability	4	40	Actions could result in serious loss of time or resources; <b>OR</b> cause significant embarrassment within the organization and have limited impact on its public image.
8. Safety of Others	4	32	High degree of care required to prevent injury or harm to others.
10. Interpersonal Skills	5	50	Tact, diplomacy and human relations skills are required for frequent contacts of a difficult, specialized or sensitive nature for such purposes as influencing, persuading or securing the co-operation of others.
11. Disagreeable Conditions	4	40	Minor conditions of almost continuous exposure; <b>OR</b> Major conditions of frequent exposure.
TOTAL POINTS		459	

**APPROVED**

On behalf of C.U.P.E., Local 459

On behalf of School District No. 62 (Sooke)

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Date Signed: \_\_\_\_\_

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Date Signed: \_\_\_\_\_