

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Educational Assistant	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	1583 Educational Assistant 0973 Teacher Candidate Only	WORK YEAR:	10 Months
DEPARTMENT:	Special Education Department/ Therapeutic Center	SALARY:	Range 31 Educ Asst I Range 35 Educ Asst II Range 39 Educ Asst III Range 43 Educ Asst IV Range 44 Teacher Candidate Salary Schedule C
REPORTS TO:	Assigned Supervisor	HR APPROVAL: HR REVISION:	05-13-11

BASIC FUNCTION:

Assist the classroom teacher in providing or reinforcing instruction in the special education program on a non-comprehensive campus for students who are emotionally disturbed. Assist with the preparation of instructional materials; monitor and report student progress regarding behavior and performance; perform a variety of clerical duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Educational Assistant I is an entry-level career lattice position.

Educational Assistant II positions are filled by advancement from Educational Assistant I, and assist in the preparation, organization, and implementation of short-term classroom projects identified by the instructor in charge. As proficiency develops, the Educational Assistant II functions with a greater degree of independence.

Educational Assistant III positions are filled by advancement from Educational Assistant II, and assume additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge. As proficiency develops, the Educational Assistant III functions with a greater degree of independence.

Educational Assistant IV positions are filled by advancement from Educational Assistant III, and assume responsibility for identifying areas of learning needs related to program objectives and develops plans to implement the program. The instructor in charge prior to initiation will review the plans. An Educational Assistant IV may reasonably expect to advance to a Teacher Candidate position upon satisfactory completion of the requirements.

Teacher Candidate positions in this class are filled by advancement from Educational Assistant IV.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. 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 accurately reflect the principle job elements.)

Assist the classroom teacher in providing academic and social instructional assistance to individuals or small groups of emotionally disturbed students; assist the classroom teacher in adapting classroom activities and the environment so students learn effectively. **E**

Perform direct student service activities during the school day; alert classroom teacher to any problems or special information concerning any individual student; maintain the classroom and the school environment in a neat, orderly, and safety-conscious manner. **E**

Assist in maintaining the health and safety of students by being aware of the environment and the potential hazards of student actions in aggressive situations; defuse escalating behavior and safely manage physically aggressive behavior. **E**

Resolve situations when confronted by anxious, hostile, or violent behavior by utilizing crisis intervention techniques related to the nature of the student's emotional disorder and state of crisis. **E**

Observe and control group activities and behavior of students according to established procedures; report progress regarding student performance/behavior; escort behaviorally challenged students to various locations on school campus; follow students who are absent without leave from the classroom; provide patient and sensitive care and assistance to emotionally fragile sensitive students. **E**

Provide supervision and/or staffing for various activities, such as lunch, nutrition, or restroom use, as deemed appropriate; follow emergency procedures during any real or simulated emergency, such as fire or earthquake drills; supervise student arrival and departure according to school policy. **E**

Assist the teacher with implementation of Individualized Education Plans (IEP) through instruction in a variety of activities; confer with teachers concerning programs and materials to meet individual student needs; utilize appropriate methods of instruction to achieve goals and objectives set forth in the IEP. **E**

Assist in the management of student behavior through the use of positive reinforcement strategies and techniques; assist, as needed, during class lessons with behavior control, prompting, reinforcement, etc.; assist in the shaping of social behavior. **E**

Assist students regarding the building of self-esteem and development of a value system; assist students by providing proper examples, emotional support, a patient and friendly attitude, and general guidance. **E**

Participate in staff meetings, in-service training programs, home visits, and parent conferences as assigned; may perform moderate to heavy lifting of students. **E**

Record behavioral data, and complete behavioral intervention forms, as needed; collect instructional data on a regular basis. **E**

Operate and assist in the operation of audiovisual, educational training, and specialized equipment; provide support by setting up work areas, displays, and exhibits; operate office equipment including a copier and computer; distribute and collect paper and supplies. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Promote and maintain good community relations, and inform the administrator of any community interactions or complaints immediately; report any suspected child abuse immediately to the administrator. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, one year of relevant experience in the field of special education working with individuals or students in an organized setting, and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant. Computer experience is preferred.

Educational Assistant II requires one year of college-level work (30 accredited units). Educational Assistant III requires two years of college-level work (60 accredited units), and must have served 75% of the school year as an Education Assistant II--Special Education. Educational Assistant IV requires three years of college-level work (90 accredited units), and must have served 75% of the school year as an Educational Assistant III. Teacher Candidate requires a minimum of 120 college units, served as an Educational Assistant IV for the preceding two years at least 75% of the school year, and must show proof of current enrollment in subjects leading to a bachelor's degree and/or teaching credential.

LICENSES AND OTHER REQUIREMENTS:

Pass the employee entrance evaluation (lifting test); receive certification in Crisis Prevention Intervention (CPI) provided by the school site; receive certification in Professional Assault Crisis (Pro-ACT) provided by the school site.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Special needs, issues, and requirements of emotionally disturbed students.
Basic child development and child guidance.
Basic subjects taught in district schools.
Community-based instruction practices.
Assertive and assaultive behavior protection.
Learn proper techniques for restraining students.
Safe practices in classroom and playground activities.
Correct English usage, grammar, spelling, punctuation, and vocabulary.
Reading and writing communication skills.
Interpersonal relations skills using tact, patience, and courtesy.
Record-keeping techniques.
Operation of standard office and classroom equipment.
Classroom procedures and appropriate student conduct.

ABILITY TO:

Defuse escalating behavior and safely manage physically aggressive behavior.
Resolve situations when confronted by anxious, hostile, or violent behavior.
Apply hands-on management techniques according to Pro-ACT and CPI.
Assist with instruction and related activities in a classroom or assigned learning environment.
Reinforce instruction to students with disabilities, communication, and behavioral problems.
Demonstrate an understanding, patient, and receptive attitude towards children with special needs.
Assist students in developing self-help and social skills.
Perform clerical duties such as filing, duplicating, and maintaining routine records.
Understand and follow oral and written directions; print and write legibly.
Learn the procedures, functions, and limitations of assigned duties.
Establish and maintain effective working relationships with others.
Communicate effectively, both orally and in writing, with children and adults.
Be flexible, and work effectively with constant interruptions.
Perform moderate to heavy lifting of students.
Restrain students according to approved policies and procedures; report problems to teacher.
Operate instructional and office equipment.
Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Diversified special education classroom and other learning environments; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Walk, stand, or sit for extended periods of time; may require running when following a student; bend at the waist, kneel, or crouch to assist students; reach overhead, above the shoulders, and horizontally; hear and speak to exchange information; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials, operate specialized equipment or office equipment; stand and restrain students who become physically aggressive; push wheelchairs; moderate to heavy lifting of students.

SAMPLE HAZARDS:

Occasional contact with dissatisfied individuals; may experience exposure to anti-social behavior and verbally and physically abusive students; exposure to lice, bodily fluids, and communicable diseases.

(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)

APPROVALS:

Robert R. Garcia, Chief Human Resources Officer

Date

Jonathan P. Raymond, Superintendent

Date