

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Instructional Aide-Special Education	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	0935 0973 Teacher Candidate Only	WORK YEAR:	10 Months
DEPARTMENT:	School Site	SALARY:	Range 29 Inst Aide Sp Ed Range 33 Inst Asst I Sp Ed Range 37 Inst Asst II Sp Ed Range 41 Tchr Assoc Sp Ed Range 44 Teacher Candidate Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	06-30-10
		HR REVISION:	08-10-12

BASIC FUNCTION:

Assist the classroom teacher in providing or reinforcing instruction in an assigned special education program, such as Autistic (AUT), Communicatively Disabled (CD), Developmentally Disabled (DD), Designated Instruction Services (DIS), Emotionally Disturbed (ED), Learning Disabled (LD), Orthopedically Impaired (OI), Resources Specialist Programs (RSP), Severely Disabled (SD), and Visually Impaired (VI). 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:

Instructional Aide-Special Education is an entry-level career lattice position.

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

Instructional Assistant II-Special Education positions are filled by advancement from Instructional Assistant I-Special Education, and assumes additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge. As proficiency develops, the Instructional Assistant II-Special Education functions with a greater degree of independence.

Teacher Associate-Special Education positions are filled by advancement from Instructional Assistant II-Special Education, and assumes 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. A Teacher Associate-Special Education 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 Teacher Associate.

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.)

Tutor and reinforce instruction to individual or small groups of special education students in a special class or when mainstreamed into regular classroom and/or in the community; monitor student drills, practices, and related activities. **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 preparation of a variety of instructional materials, lessons, and learning aids; rephrase or enlarge materials, and explain instructions and words; review assignments to evaluate student comprehension of concepts presented; maintain records of achievement. **E**

Assist with lifting students in and out of wheelchairs, braces, and other orthopedic equipment; assist staff members in positioning students and in rendering various forms of personal care, such as toileting and diapering, dressing, undressing, grooming, and feeding; assure the safe use and operation of wheelchairs, prosthetic devices, and other equipment. **E**

Monitor and assist students with special learning needs in drill, practice, and study activities; direct students into safe learning activities and functions; assure the health and safety of students by following health and safety practices and procedures; maintain an orderly, attractive, and positive learning environment. **E**

Provide assistance to students in various areas including cognitive, gross, and fine motor skills, critical life skills, academic learning, social and leisure skills, physical development, behavior and control, and personal hygiene; assist students in developing effective basic life skills they need to live independently. **E**

Assist in the management of student behavior through the use of positive reinforcement strategies and techniques; observe and control behavior of students according to approved procedures; assist in the shaping of social behavior. **E**

Prepare students for mainstreamed classes according to established procedures; accompany students to classes; assist and train students at job sites and in the community. **E**

Assist teacher in maintaining health and safety of physically handicapped students by being aware of environment and the potential hazards of each child's actions; assist in the development of communication skills with students who experience language disorders; assist students with their physical education program such as swimming. **E**

Administer, proctor, and score tests; chart student progress and record grades as directed; maintain student records and files including confidential student records information. **E**

Assist students in moving to restrooms and other areas on campus; assist students during other school related activities as needed including assemblies, field trips, and co-curricular activities; lead and oversee games and movement education as assigned; assist students load and unload buses. **E**

Assist students with severe eating problems and monitor self-feeding students; take appropriate action when students have difficulty while eating. **E**

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

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

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school, one year of experience 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. Prefer experience with special needs students. Computer experience is preferred.

Instructional Assistant I–Special Education requires one year of college-level work (30 accredited units). Instructional Assistant II–Special Education requires two years of college-level work (60 accredited units), and must have served 75% of the school year as an Instructional Assistant I–Special Education. Teacher Associate–Special Education requires three years of college-level work (90 accredited units), and must have served 75% of the school year as an Instructional Assistant II–Special Education. Teacher Candidate–Special Education requires a minimum of 120 college units, served as a Teacher Associate–Special Education 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).

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Special needs, issues, and requirements of special education students.
Basic child development and child guidance.
Basic subjects taught in district schools.
Community-based instruction practices.
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 a standard office and classroom equipment.
Classroom procedures and appropriate student conduct.

ABILITY TO:

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; bend at the waist 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 operate 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.)