

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	School Intervention Monitor, Special Education	CLASSIFICATION:	Classified Non-Management (SEIU/ Aide-Paraprofessional)
SERIES:	None	FLSA:	Non-Exempt
JOB CLASS CODE:	0947	WORK YEAR:	10 Months
DEPARTMENT:	Special Education	SALARY:	Range 43 Salary Schedule C
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL:	06-04-14

BASIC FUNCTION:

Provide intensive student supervision; monitor a group of students assigned to an In-House Suspension classroom for behavioral reasons, time-out, and detention purposes; maintain an atmosphere conducive to learning; provide patient, sensitive instructional assistance regarding assignments; and assist in the maintenance of an orderly and safe campus.

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.)

Perform intensive student supervision duties; supervise and monitor the behavior of according to approved procedures; and assist in the maintenance of an orderly and safe campus. **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; and 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; and 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; and supervise student arrival and departure according to school policy. **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**

Complete clear and concise descriptive reports of incidents, problems, students, or situations that required intervention, and serve as a witness in student conferences, disciplinary hearings, or other District proceedings; report all incidents in a timely manner. **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**

Provide a secure environment for students and staff by encouraging students to maintain order and cooperate with staff at all times. **E**

Maintain a high degree of courtesy and respect for students, staff, and the public by interacting in a professional and controlled manner at all times, remaining neutral as possible in a dispute, being a role model of professionalism for students; report all incidents to assigned supervisor so that a record of what transpired is available. **E**

Monitor and report any unusual or strange behavior or events to security team and/or supervisors by interviewing students or individuals not in assigned areas, questioning strangers in the school building or on campus, reporting information in a timely manner, and providing eyewitness information. **E**

Escort students to assigned locations for disciplinary action, to and from administrative offices when requested; escort parents or other staff to and from locations when assigned. **E**

Assist law enforcement officers on campus and identify student-related criminal activity; monitor the campus for signs of gang activity; testify when called by assigned supervisor or administrator regarding criminal activities on the school campus; and identify physical impairments around the school building or campus that would impede safety or security. **E**

Provide emergency, fire drill, and/or evacuation procedures when necessary; maintain a high level of expertise in existing emergency procedures and train in new procedures; assist injured or violated students or other persons in the building, and provide timely and appropriate emergency assistance; and determine appropriate action toward destroyed or violated property. **E**

Assist other staff in monitoring student behavior during after-school activities; monitor buses for special needs students and assist with special needs student activities; inform administration of late buses; and observe classrooms when requested. **E**

Use all communication devices in a professional manner; operate all security equipment as appropriate; maintain surveillance equipment and security information in a lawful manner; and maintain strict confidentiality regarding all student, parent, or staff matters and issues. **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**

Obtain information from teachers on class assignments, and distribute assignments to appropriate students; provide instruction and assistance as appropriate; and monitor completion of work. **E**

Confer as needed with administrator, teachers, and Clinical Team concerning student behavior problems. **E**

Prepare and maintain various records and reports regarding the detention/refocus room program; operate a computer to enter data on referrals. **E**

Attend meetings and in-service training as required. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Completion of ninety (90) semester units in an institution of higher learning and three years related experience; preferably working with special education students in an organizational environment.

LICENSES AND OTHER REQUIREMENTS:

Successfully pass an employee entrance evaluation (lifting test); acquire and maintain a valid First Aid and CPR Certificate within six months of employment; and obtain the Professional Assault Crisis (Pro-Act) Certification provided by the school site.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Special needs, issues, and requirements of emotionally disturbed students.
Assertive and assaultive behavior protection.
Learn proper techniques for restraining students.
Safe practices in classroom and playground activities.
District and site policies, procedures, and regulations regarding appropriate student behavior on grounds or in facilities.
School rules and regulations related to student conduct.
Basic security and safety procedures.
Operation of a two-way radio system.
Student behavior and techniques for supervising students.
Interpersonal skills sufficient to deal with normal and possible confrontational situations.
Report writing.
Oral and written communication skills.
Correct English usage, grammar, spelling, punctuation, and vocabulary.
Health and safety regulations.
Appropriate rules, methods, and techniques in maintaining a disciplined environment.
Child development and behavior.
School and classroom rules, procedures, and practices.
Basic record keeping.
Methods of organizing and maintaining files of instructional materials.
Interpersonal skills using tact, patience, and courtesy.

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.
Demonstrate an understanding, patient, and receptive attitude towards children with special needs.
Restrain students according to approved policies and procedures; report problems to administrator.

Handle situations calmly and with authority.
Assist students in developing self-help and social skills.
Work independently and within scope of authority.
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.
Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
Write clear and concise descriptive reports of problems, students, or situations that required intervention.
Understand and carry out oral and written directions; print and write legibly.
Operate a two-way radio system.
Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
Communicate effectively with students and adults.
Exercise strict confidentiality of school and student issues.
Use good judgment in situations affecting campus security.
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; outdoor and indoor school site environment; subject to adverse weather conditions; and constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Walk or stand for extended periods of time; climb stairs and ramps; break up fights, and move in a swift manner to intervene in situations; see to monitor student behavior and activity; and hear and speak to exchange information. Bend at the waist, kneel, or crouch to assist students; stand, kneel, and/or sit for short or extended periods of time to restrain students who become physically aggressive.

SAMPLE HAZARDS:

Occasional contact with dissatisfied individuals; possible exposure to anti-social behavior and verbally and physically abusive students; and exposure to lice, bodily fluids, and communicable diseases. Exposure to verbal abuse and harassment; potential physical hazards involved in intervening in anti-social, illegal, and violent behavior; and possible intervention of fights and confrontations.