



# Sequoia Union High School District

## Job Description

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| <b>JOB TITLE:</b>           | <b>Inclusion Aide/ SCIA (Specialized Circumstance Instructional Assistance)</b> |
| <b>REPORTS TO:</b>          | Various Sites   |
| <b>CLASSIFICATION:</b>      | Classified  |
| <b>SALARY SCHEDULE:</b>     | 11.0  |
| <b>WORK - YEAR / HOURS:</b> | 9 months / 6 hours  |
| <b>LOCATION:</b>            | Various   |
| <b>BOARD APPROVAL:</b>      | September 25, 2013  |

### DEFINITION

Under general supervision, to provide specialized instructional, behavioral, physical, and medical assistance to exceptional students with severe handicaps; to operate a specialized learning center for special needs students; to provide instructional record keeping support; to perform routine clerical duties; and to perform related work as required.

### DISTINGUISHING CHARACTERISTICS

Some positions in this class are assigned to provide one-to-one personal care and instructional support to a student with severe learning, behavioral, physical and/or medical disabilities. Incumbents may be required to receive specialized training to work with a designated special needs student. Incumbents have as a primary and continuing assignment the support and reinforcement of instruction designed and planned by a professional staff member and the performance of routine instructional-related clerical work. Incumbents may be required to assist students with eating, mobility, toileting and personal hygiene, the use of specialized equipment, such as braces and communication computers. Provide specialized, responsible personal care and instructional support in a mainstreamed classroom and independently with severely handicapped students.

### SUPERVISION

Receives first-level supervision from an administrator. Classroom teachers with whom the incumbent works internal customers (such as other teachers) and external customers (such as parents) may provide input to the supervisor for performance evaluation.

## EXAMPLES OF DUTIES

The tasks listed in this section are representative of duties assigned to positions in this class. This list is not intended to be an exhaustive list of all the tasks assigned to positions in the class, and it is not expected that all of the tasks listed are necessarily assigned to all positions in the class.

- Modify assignments and activities to meet the needs of assigned special needs student(s) and reinforce instruction. Instruct students in areas of specific need, assist students with class work, and help to stay on task. Assist students with computer skills, read with students to increase comprehension, assist students with English language acquisition, verbally model and correct articulation of words and phrases for students to imitate, assist students with arithmetic. Assist students with researching and completing written reports. Write instructions for homework to parents. Assist students to complete homework.
- Set up adaptive or specialized equipment; taking into consideration accommodations for specialized equipment (i.e. wheelchairs fitting under tables).
- Assist special needs students who require lifting, positioning, or specialized handling so they are able to be an integral part of the classroom/school setting.
- Order and operate a variety of instructional and audio-visual equipment as required; operate copiers, micro computer, typewriter and general office machines as needed.
- Maintain routing records related to student work and classroom activities, grade tests and check student test corrections; maintain confidentiality of student records according to established policies and guidelines.
- Assist in performing clerical tasks such as typing, duplicating, filing and taking attendance; distribute and account for an inventory of textbooks, supplies and equipment.
- Accompany mainstreamed/full inclusion students to regular classrooms as assigned; provide individualized instructional assistance.
- Monitor students on the campus on educational field trips and during lunchtime; monitor students getting on and off school buses as assigned; assist in planning and arranging field trips and special activities and transport children on field trips as assigned. This may include facilitating play skills/social skills during recess, lunch, etc.
- Confer with teachers concerning programs, materials, and adaptations to meet students' needs as necessary; administer and score classroom tests as assigned.
- Attend staff meetings and in-service programs as required; attend meetings related to curriculum or student issues as needed.
- Translate oral and written communications between teacher, child, parents and District personnel as needed.

- Perform first aid in emergency situations according to established guidelines; observe health and safety rules and procedures.
- Instruct and model appropriate social behaviors and assist students to understand and follow behavioral standards and discipline, restrain or remove students from classroom when behavior becomes disruptive, uncontrollable or harmful to the child or others.
- Support special needs student by assisting with mobility and physical needs by performing tasks such as pushing wheel chair, carrying belongings, removing and putting on clothing, tying shoes, feeding, lifting student after falling, guiding hands and feet, participating in games. Monitor and protect student during seizures. Assist student in toileting, personal hygiene and diapering; change soiled clothing, and remind student to use bathroom. Monitor, assist and direct the work of students, use signs and sign language to communicate with students, if needed. Accompany and supervise students on field trips. Encourage student independence.
- Give classroom teachers information regarding the disabilities of students. Keep teachers informed about student and any special needs and problems. Attend IEP meetings. Communicate with parents to report on student accomplishments; discuss scheduled activities; report infections, need for medication and supplies, and accidents, and discuss parent concerns and any special needs.
- Assist in maintaining an appropriate instructional environment by organizing materials, cleaning up work areas after learning activities, and putting materials away after use.
- Monitor students during snacks and lunch, and while on campus during breaks and lunch time; accompany students to physical education instruction, modify assignments according to the needs of the child, monitor students as they arrive and leave school and wait for buses and parent transportation; assist students in getting on and off bus, walk with children to class, library, office, cafeteria, listen and note what students share, adhere to child abuse reporting procedures.
- Constantly reinforce self-esteem, self-image and morale with praise, encourage independence and self-confidence inside and outside the classroom.
- Participate in disaster preparedness drills; serve on assigned committees and teams. Participate in District mandated training and retraining programs.
- Perform related work as required.

## QUALIFICATIONS

Meet the NCLB Instructional Associate minimum educational requirements by submitting the necessary documentation or passing the Sequoia District's Instructional Associate Exam.

### Knowledge of:

- General concepts presented in High School.
- Practical learning patterns and behavior.
- Behavior modification techniques.
- Basic concepts of child and adolescent development and of the behavior characteristics of specific disorders.
- General needs and behavior of students with learning disabilities.
- Correct English usage, spelling grammar, and punctuation.
- Reading and writing in English and phonics and basic reading principles.
- Number concepts and general arithmetic.
- Operation of standard office equipment.
- Basic record keeping techniques.
- Appropriate safety precautions and procedures.

### Ability to:

- Communicate with students and motivate them to participate in learning activities.
- Encourage and motivate children with varying abilities.
- Perform personal hygiene, physical care, lifting with parent and professional staff instruction.
- Instruct, modify lessons, and reinforce instruction in all subject matter.
- Learn and adapt to new procedures and conditions.
- Recognize hazards to safety.
- Learn laws, rules, practices, and procedures related to public education and related to the program to which assigned.
- Perform routine clerical work.
- Maintain accurate records.
- Learn to use classroom technology, audio/visual equipment and other instructional equipment.
- Supervise students in classrooms, on field trips, and out-of-doors.
- Demonstrate proficiency in reading, writing and mathematical skills.
- Understand and carry out oral and written instructions.
- Establish and maintain effective relationships with those contacted in the course of work.

### Licenses and Certificates:

Basic first aid and CPR certificates

#### **PHYSICAL REQUIREMENTS**

- Vision which can be corrected to a level sufficient to successfully read hand-written, typed and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability sufficient to enable communication by telephone and in person.
- Manual dexterity sufficient to use standard office equipment and supplies.
- Physical ability to reach, bend and grasp.
- Physical ability to sit or otherwise remain stationary at work post.
- Walking, standing, stooping, kneeling, reaching and climbing stairs.
- Lifting and assisting students in regards to mobility and personal needs.

#### **OTHER REQUIREMENTS**

Any combination of training, education and experience which demonstrates possession of the knowledge and abilities stated above, and the ability to perform the duties of the position. A typical qualifying entrance background is experience working with exceptional children in a learning environment. College level education in child development, learning theory, and areas related to the District curriculum is desirable.