

## **Geyserville Unified School District Temporary Support Assistant**

The goal of Geyserville Unified School District is to provide the leadership needed to ensure that systems and operations run as smoothly as possible enabling staff and students to go about exemplary teaching and learning. An additional intention is to build upon the strengths of these leadership-minded staff members and utilize their skills and talents to assist with this goal.

### **Position Overview/Definition**

Under the general direction of the Site Supervisor, a Temporary Support Assistant is responsible for supporting and assisting one or more individuals with a disability to be successful in a general education classroom environment. The aide must have a working knowledge of disabilities, the ability to communicate and work effectively with parents and staff, the ability to promote positive inclusion for individuals with disabilities into the general school community and must be able to reinforce the Special Education Specialist's instructions.

### **Supervision**

Receives first-level supervision the Site-Supervisor, in consultation with the Special Education Program Specialist. 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.

### **General Duties and Responsibilities**

- 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 classwork, 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 mathematics. 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.: fitting a wheelchair under a table.)
- Order and operate a variety of instructional and audio-visual equipment as required; operate copiers, computers, and general office machines as needed.
- Accompany mainstreamed/full inclusion students to regular classrooms as assigned; provide individualized instructional assistance.
- Monitor students on campus, on educational field trips, and during lunchtime. Monitor students getting on or off the school busses as assigned. Assist in planning

and arraigning field trips and special activities and transport children on field trips as assigned.

- Confer with teachers concerning programs, materials, and adaptations to meet student's needs as necessary.
- Attend staff meetings and in-service programs.
- Perform first aid in emergency situations according to established guidelines; observe health and safety rules.
- Instruct and model all appropriate social behaviors and assist students to understand and follow behavioral standards and discipline, remove students from classroom whenever behavior becomes disruptive.
- 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 the Special Education Specialist to report student accomplishments; discuss scheduled activities.
- Assist in maintaining 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 lunchtime. Accompany students to physical education instruction; modify the assignment according to the needs of the child. Monitor students as they arrive and leave school and wait for busses and parent transportation. Assist students in getting on and off the bus. Walk with children to class, office, library, cafeteria, etc. 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 other duties asked by supervisor.

### **Standards of Knowledge and Ability:**

To perform the job successfully, an individual should demonstrate the following competencies.

Knowledge of:

General concepts presented in Middle and 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 mathematics

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

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 classroom, 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

### **Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the key responsibilities of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the key responsibilities.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl and talk or hear. The employee is required to stand and walk. The employee must occasionally lift and/or transfer up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

### **Education Required:**

Completion of at least two years of study at an institution of higher education **OR** Possession of an Associate's Degree or higher **OR** demonstration of proficiency and ability to assist in instructing reading, writing and mathematics by passing a recognized local, county or state assessment of these skills with a passing score. (Test must evaluate skills and knowledge equivalent to or in excess of the district requirement for a student to graduate at the high school level.)

### **Credentials / Training Required:**

Any combination of training and experience which would provide the necessary knowledge, abilities and skills required to fulfill the above listed duties.

Mandated/ongoing training on various related topics is required.

Possession of a valid CPR/First Aid certification.

Negative TB Test.

### **Experience Required:**

Experience of one or more years in a school or in an environment working with exceptional children in a learning environment.