

SAN JUAN UNIFIED SCHOOL DISTRICT
CLASSIFIED PERSONNEL

CLASS TITLE: Instructional Assistant I
 Instructional Assistant II
 Instructional Assistant III

CLASS CODE: 984
CLASS CODE: 978
CLASS CODE: 919

CHARACTERISTICS OF THE CLASS:

This series describes three classifications used to assist certificated personnel in providing instruction and related services to students in a variety of district programs. Additional duties usually performed by the Instructional Assistant II and Instructional Assistant III are identified on the back.

Instructional Assistant I Under general supervision, assists a teacher or other certificated employee in providing instruction to individual students and performs miscellaneous related duties.

Instructional Assistant II This level is assigned to an education program where students have behavioral, physical, language or learning handicaps. There is usually a wide range of ages and ability levels.

Instructional Assistant III This level is assigned to an education program where there is a group of students designated as an emotionally disturbed (ED) class or an autistic class, or is a class consisting of students who have been expelled, suspended or placed by the court system. Individuals in this classification spend a substantial portion of their time providing intervention to students who exhibit disruptive, aggressive and/or self injurious behaviors associated with the ED or autistic designation, or who have been expelled, suspended or placed by the court system.

EXAMPLES OF DUTIES: (Any one position may not include all of the duties listed nor do all of the listed examples include all tasks which may be found in positions of this class.)

Under direction of a certificated employee, provides instruction to small groups of students in a variety of subject areas such as math, reading, spelling, language arts, social studies, physical education or art; in some programs, instruction is in language development, visual perception, number concepts, or more basic skills; uses flash cards, games, work sheets, drills and a variety of study aids and techniques to reinforce skills/teaming or present new academic concepts; assists individual students with daily assignments, remedial, or make up work; under supervision, monitors or administers a variety of tests and quizzes; corrects tests, work sheets, homework or daily assignments; posts grades, behavior, citizenship, test scores or student progress to record books, charts, or student folders; designs and prepares bulletin boards, displays of student work, charts, forms, games, flash cards or other teaching aids; operates duplicating equipment to reproduce tests, study aids, forms, work sheets, and other instructional materials; participates in classroom discipline or behavior management programs; consults with teacher regarding lesson plans, work schedules, and evaluation of student progress; within the

framework of teacher established guidelines, may prepare work plans for teacher approval; prepares or types dittos, tests, meeting notices, bulletins, correspondence, and a variety of instructional materials; assists with or operates a variety of audio-visual equipment such as projectors, tape recorders, or other learning machines; files classroom materials; places information in student folders such as grades, test scores and a variety of reports; organizes work areas and assembles learning materials, study aids, art supplies, or assignment folders; may record daily attendance or lunch count; may order supplies, forms, instructional and audio-visual materials; may participate in field trips; assists in keeping study areas attractive and orderly; inventories classroom supplies, books, or equipment; may assign tasks to parent volunteers; may prepare and serve snacks; may participate as a member of project writing committee; may perform general clerical work required in the school office or library; may assist principal in publicizing school events or obtaining volunteers; may supervise students in cafeteria, playground or bus loading. (Instructional Assistants employed in Title I or SIP programs are prohibited from supervising bus loading or serving on lunch, recess or yard duty.)

ADDITIONAL DUTIES:

Instructional Assistant II: Performs clerical tasks associated with IEP meetings and may participate in meetings at teacher request; assists students in integrated classrooms as needed; maintains classroom routine and discipline for short periods of time when teacher is not present; assists students with clothing, possessions or personal care such as feeding, washing and toileting.

Instructional Assistant III: Monitors needs and behaviors of emotionally disturbed (ED), autistic or suspended/expelled/court-placed students and provides appropriate one-on-one and group interventions to respond to inappropriate behaviors; assesses crisis situations, intervenes and defuses as appropriate; maintains alertness to changing environments (both group and individual) that could lead to disruptive, aggressive and/or self injurious behavior; if other means of redirection are not successful, restrains any student who becomes combative and/or physically abusive to self or others.

QUALIFICATIONS:

Education and Experience:

High school diploma or equivalent (Title I, Chapter I funded positions); previous experience working with groups of children; **/***higher education desirable including courses in child development, child psychology, or behavior modification.

Knowledge and Ability::

Competency in basic academic skills such as math, spelling, grammar;
Skill in oral communication, good articulation, speech and language patterns;
Skill in written communication - ability to write a simple paragraph;
Ability to successfully supervise students;
Ability to read and understand test instruction, teacher manuals and guides;
Ability to follow oral and written instructions with a minimum of direction;
Ability to give directions clearly;
Ability to work independently and make minor decisions within the framework of established guidelines;
Ability to adapt to individual needs of teachers and students and work with interruptions;
Ability to work harmoniously with students and staff;

Ability to understand and maintain confidentiality;

Typing skills desirable;

*Ability to understand and relate to students who have behavioral, learning, or physical disabilities;

*Basic signing skills desirable in some programs for non-verbal students.

**Ability to tolerate and manage frequent and extreme verbal outbursts, physically threatening behaviors and being in confrontive situations.

Physical Characteristics:

With or without the use of aids: Sufficient vision to read printed material; sufficient hearing to hear normal and telephone conversation; ability to speak in an understandable voice with sufficient volume to be heard in normal conversation; sufficient manual dexterity to write, use telephone or business machines; sufficient physical mobility to drive a car (required in some programs); sufficient physical ability to restrain students of varying weights.

Other Characteristics:

In some programs, possession of, or willingness and ability to obtain a valid California Driver's License issued by the California Department of Motor Vehicles within 30 days of hire or before driving equipment/vehicle requiring this license, and willingness to drive. **Willingness to be trained in and use non-violent intervention, behavior intervention and physical restraint techniques.

*Additional requirements for an Instructional Assistant II. **Additional requirements for an Instructional Assistant III.

Board Approved: 09/23/80

Revised: 10/31/95 (Chapter I Educational Requirements)

Revised: 09/14/99 (Added Instructional Assistant III)

Revised: 10/12/99 (Added autistic language to Inst Asst III)

Revised: 8/08/00 (Added Community Day School language to Inst Asst III)