

HANFORD ELEMENTARY SCHOOL DISTRICT
Job Description:

ALTERNATIVE EDUCATION PROGRAM AIDE

DEFINITION

Under general supervision of the Principal and direct supervision of certificated personnel, monitors and assists at-risk, unmotivated, potentially disruptive, or expelled students placed in alternative education programs, and performs a variety of supportive duties and related work as assigned.

ESSENTIAL FUNCTIONS

- Monitors student instructional activities.
- Monitors student behavior in the classroom and on campus before and after school and during breaks and lunchtime.
- Applies intervention and prevention strategies and techniques in controlling student behavior.
- Assists in stopping student altercations.
- Enforces school rules and regulations.
- Consults with appropriate personnel regarding the unique needs of at-risk students.
- Organizes and monitors recreational activities and assists with P.E. activities.
- Monitors student movement throughout the school day to enforce non-contact with regular education students, including before and after school.
- Communicates and coordinates with home schools of students on a variety of student issues.
- Communicates with parents.
- Disseminates and collects classroom materials, supplies, and other learning tools.
- Assists with preparations of teaching materials and other learning tools.
- Assists with collection and recording of student data including but not limited to attendance, lunch records, cum records, and medical records.
- Monitors students during testing periods.
- Assists with correcting of student work and recording of test results.
- Operates various office equipment.
- Performs other duties as required.

NECESSARY EMPLOYMENT STANDARDS

Knowledge of:

- Specific needs and behaviors of at-risk children
- Adolescent behavior
- Classroom management strategies
- Correct English usage, spelling, grammar, and punctuation
- Basic computer operations

Ability to:

- Supervise activities of students and maintain order
- Carry out oral and written directions
- Work independently following lesson plans and schedules
- Demonstrate sound judgment in dealing with at-risk students
- Serve as role model for unmotivated students
- Maintain appropriate adult/student relationship
- Communicate effectively in oral and written form
- Plan, organize, and prioritize work
- Maintain cooperative and effective relationships with students, parents and those contacted in the course of work
- Learn and interpret rules, regulations and procedures
- Maintain records as required
- Operate office equipment, including personal computer
- Perform routine clerical tasks

EDUCATION AND EXPERIENCE

Education: Equivalent to graduation from high school. Must meet the following requirements as defined in the ESEA Act of January 2002 Section 1119:

Complete two years of higher education study, OR
Hold or Obtain an Associate's degree OR
Pass a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching, reading, writing, and mathematics or reading, writing and mathematics readiness.

Experience: One year of successful experience working with at-risk, unmotivated, and potentially disruptive students; school experience desired.

Testing: California State Education Code requires High School Proficient Test Certification, or passage of the Proficiency Test administered by Kings County Superintendent of Schools Office by scoring 75% in all areas of the test. In

addition qualified candidates must pass Comprehensive Test of Basic Skills (CTBS) at the 12th grade level.

WORKING CONDITIONS

Environment: Classroom and school environment

Physical Abilities: Vision to read and to monitor students; hearing and speaking to exchange information; bending at the waist; walking and standing for extended periods of time; dexterity of hands and fingers to operate assigned equipment; physical ability to effectively intervene in student altercations and guide and direct physical education activities.

Adopted: 10/20/99

Revised: 9/15/00 (job title change only)

Revised: 05/01/02

Revised: 06/19/02