

HANFORD ELEMENTARY SCHOOL DISTRICT
Job Description

SPECIAL CIRCUMSTANCE AIDE (SCA)

DEFINITION

Under the direction of certificated personnel, the Special Circumstance Aide (SCA) has the responsibility of providing support services to special education students on a 1:1 basis as defined in each student's individual education plan (I.E.P.)

DISTINGUISHING CHARACTERISTICS

The SCA is distinguished from other Special Education aides in that they are required to perform duties that are necessary and appropriate to ensure that the special education student receives services outlined on his/her Individual Educational Plan (I.E.P.) in accordance with federal law. Services include personal care, behavioral support, and individualized instructional support, physical, emotional and social support to special education students as needed.

The SCA is utilized in circumstances such as when the student requires 1:1 instructional support and physical prompting to stay on task, is unable to participate in a group setting without close adult proximity, the student has serious behavior problems on a continual basis and prone to physical aggression requiring close visual supervision or the student has very specialized health care needs, such as limited mobility, physical limitations, special food preparation or feeding, regular toileting schedule or diapering.

The SCA is utilized in circumstances when the student requires physical or verbal prompts to stay on task, or to engage in social interactions and needs continuous 1:1 instructional support, and/or is unable to participate in a group setting without constant adult facilitation and supervision.

ESSENTIAL FUNCTIONS

- Accommodates the special needs of the student with physical, emotional, behavioral and mental disabilities, providing supplemental services as necessary.
- Implements unique intervention strategies to assist students in managing their serious or aggressive behaviors.
- Assist the special education teacher in providing the student with equal access to district adopted core curriculum in various settings.
- Provides student with equal access in education environments including but not limited to classroom, yard, social interactions and other settings.
- Assists in implementing instruction necessary for students to meet IEP goals.

ESSENTIAL FUNCTIONS (CONT.)

- Participates in daily activities, training sessions and special activities to assist in the implementation of IEP goals and/or accommodations.
- Maintains and monitors effective group and individual student behavior to provide an optimum learning environment, implementing established discipline practice and policy.
- Assists in the evaluation of student performance by administering informal assessments.
- Updates special education teacher or general education teacher regarding student progress.
- Administers first aid and medical assistance to provide appropriate care for the medically fragile student, including toileting or diapering needs.
- Provides supervision to special education students during non-instructional periods.
- Collects data through assessment or observation on student academic and behavioral progress.
- Communicates with parents by phone as directed by the teacher.
- Writes clear and concise notes to teachers and parents.
- Provides feeding assistance or other food preparation and prompting for student.
- Assists with preparation of, and works with specialized instructional materials.
- Duplicates and assembles instructional materials using office equipment, computer, and audio visual equipment.
- Observes and reports unsafe working conditions.

OTHER DUTIES

- Maintains required documents, records and files in clear verbal and written communications.
- Assist in the maintenance of student files and retrieval of pertinent information.
- Maintains inventory of special education books, supplies, and equipment.
- Performs other related duties as assigned.

NECESSARY EMPLOYMENT STANDARDS

Ability and Knowledge to:

- Understands the function and intent of an Individualized Education Plan (IEP);
- Manage student behavior through appropriate behavior modification methods;
- Utilize constant verbal and physical prompting skills to keep student on task and following directions;
- Provide support appropriate to the student's abilities based on student IEP;
- Participates in IEP meetings to discuss student's progress, goals and plans;
- Participate in training sessions to advance understanding of needs of special education students;
- Recognize when there is an unusual condition or situation and have the ability to seek assistance when necessary and appropriate, using good judgment;
- Deal appropriately with disruptive and abusive behaviors;
- Understand special needs of disabled students;
- Work independently with students as directed by the teachers;
- Recognize and follow procedures in emergency situations;
- Show initiative appropriate for the position when working with students or using instructional materials;
- Establish and maintain supportive and cooperative environment with school personnel, parents and students;
- Rapidly learn methods and materials used in a variety of instructional situations;
- Read notes, memos and student reports of a moderately complex nature;
- Use proper English, grammar, punctuation, and sentence structure, able to clearly communicate information regarding student in all communication mediums;.
- Understand and carry out oral and written communication;
- Complete tasks/assignments within established timelines;
- Operate personal computer and learn/apply software programs;
- Perform routine and repetitive 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.

Licenses and/or Certificates:

- Possession of a Special Education Certificate or other demonstrated/documentated training in Special Education such as Applied Behavior Analysis (ABA), Restraint Training, or documented knowledge of specific disabilities through unique and verifiable employment experiences.
- High school proficiency certification (State requirement).
- A passing score on the Comprehensive Test of Basic Skills (CTBS) or any other appropriate standardized test selected by the District.

Experience: Two years of successful experience involving contact with children with special needs in an instructional capacity in a school setting or one year of experience along with an Associates Degree with an educational, medical or social services field focus preferred.

EMPLOYMENT STANDARDS

Hold a current CPR and First Aid Certification or willingness to complete upon hire.
Successfully complete a physical agility exam upon offer of employment and be able to continue to hold to same standard physical requirements throughout employment in this assignment.

DESIRABLE EMPLOYMENT STANDARDS

- Ability to speak Spanish

WORKING CONDITIONS:

Environment:

- School environment working with school age children. Subject to exposure to abusive or violent individuals. Exposure to Bloodborne Pathogens.
- Must be available to attend IEP meetings held outside or regular school day hours.
- Must be willing and available to attend additional District provided training as outlined in IEP's
- May be required to visit student in home environment or other setting, beyond the school campus.

Physical abilities:

- Vision to read and write materials, and monitor student activities with or without aids; hearing and speaking to exchange information and provide assistance to students; bending at the waist; walking and standing for extended periods of time; dexterity of hands and fingers to operate assigned equipment; and ability to lift students weighing up to 50 pounds who may have problems with mobility.

Adopted: 04/11/07