

PETALUMA CITY SCHOOLS – CLASSIFIED VACANCY APPLICATIONS ONLY

ACCEPTED AT [WWW.EDJOIN.ORG](http://www.edjoin.org)

# Instructional Assistant, Special Education

DEADLINE: Open Until Filled

**WORK SITE:** Casa Grande High School

**WORK HOURS:** 29 hours per week (averaging 5.80 hours per day)  
8:15am to 2:45pm with 1/2 hour unpaid lunch(M, T, Th, F) and  
8:30am to 2:00pm with 1/2 hour unpaid lunch lunch (W)  
193 days/While school is in session

**START DATE:** ASAP

**STARTING SALARY:** \$15.76 to \$20.10 per hour.  
(Initial salary placement is based on related experience)

**BENEFITS:** The District will pay the following amounts towards benefits:

Work Hours per Day	Health Plan	Dental	Vision	Life Insurance
More than 6 hours	100% of Cap *	100% of Cap **	100% of premium	100% of premium
More than 4 hours through 6 hours	75% of Cap	75% of Cap	75% of premium	100% of premium if 6 hours per day
More than 2 hours through 4 hours	Not eligible	50% of Cap	50% of premium	Not eligible
1 hour through 2 hours	Not eligible	25% of Cap	25% of premium	Not eligible

\* Must enroll in a health plan (Cap subject to change) / \*\* \$144.50 dental plan cap effective 10/1/12

**REQUIREMENTS:** Fingerprint Clearance. There is a fingerprint processing fee payable by the employee post-offer / pre-placement. Tuberculosis. The applicant will need to submit evidence that he or she is free from tuberculosis in accordance with Education Code 49406 post-offer / pre-placement. Must meet current paraprofessional requirements (education or testing) as required by federal law or state education code. Offer of employment is contingent upon passing a post offer/ pre-placement physical.

**QUALIFICATIONS:** See job description. Bilingual in Spanish a plus, but not required.

**SUBMIT APPLICATION:** The District prefers applications be submitted electronically through <http://www.edjoin.org/PetalumaCitySchools> or [www.edjoin.org](http://www.edjoin.org). However, paper applications will be accepted. To request a paper application, e-mail Human Resources at [hrinfo@petk12.org](mailto:hrinfo@petk12.org) and include the job title and position number for the vacancy. All applications, regardless of the manner of submission, must include all **required** documentation.

**NOTE:** It is **required** that applications be accompanied by a **cover letter, resume and a minimum of two current letters of reference**. Paper screening for potential interviews are based on materials submitted with application. No additional paperwork for application will be accepted after the closing date.

#### AN EQUAL OPPORTUNITY EMPLOYER

It is Petaluma City Schools' policy to provide equal opportunity to all persons without regard to race, color, religion, sex, pregnancy, marital or domestic partner status, sexual orientation, gender identity or expression, age, ancestry, national origin, disability, or medical condition, as defined in state and federal laws. This policy covers all aspects of employment, including, but not limited to, recruitment, selection, training, promotion, transfer, compensation, demotion, and termination. Reasonable accommodation is provided to all eligible applicants and employees as required by law. Complaints regarding unlawful discrimination may be filed with Petaluma City Schools' Human Resources department.

## **Petaluma School District Job Description**

**Job Title:** Instructional Assistant Special Education  
**Department:** School Site  
**Reports To:** Director, Special Services & Site Administrator  
**Prepared Date:** April 2010  
**Approved Date:** August 2010

### **SUMMARY**

Under supervision, to serve as an assistant to certificated personnel in the instruction and supervision of special education students at either the elementary or secondary level; to relieve the teacher, or other certificated supervisor, of clerical detail; and to do job-related work as required.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other job-related duties may be assigned.

Most of the positions allocated to this class are involved in working with mentally, emotionally, educationally, or physically handicapped students. Following is information describing some common examples of duties performed by positions allocated to this class. Duties may vary, however, due to differences in programs and the individual instructional style of certificated personnel.

### RSP/SPECIAL DAY CLASSES

Assists certificated personnel in the conduct of lessons and other classroom activities; works with students in small groups, or on a one-to-one basis to reinforce basic skills or to supplement classroom work; prepares for, assists with, and cleans up for various classroom projects; operates audio-visual equipment; assists in the preparation of graphic and written teacher materials; keeps routine records; assists in ordering and caring for classroom equipment and supplies; confers as needed with teachers concerning programs and materials to meet the needs of students; administers and grades various types of tests; performs a wide variety of classroom related clerical and typing duties; may supervise children in the school cafeteria, on the playground, or in the library. Deals with confidential records.

### ORTHOPEDICALLY IMPAIRED

In addition to the essential duties and responsibilities as stated under RSP/Special Day Classes, requires the physical ability and conditioning to lift, position, and handle orthopedically impaired students.

### SPECIAL EDUCATION BEHAVIOR ASSISTANT

Provides direct behavior support to special education students who require such services. Behavioral support may include redirection, prompting, verbal and non-verbal cues, and other interventions to assist students in maintaining appropriate behavior in classroom settings and in the school environment. In addition, behavioral assistants are expected to monitor student behaviors identified in behavior plans, take data in establishing compliance with behavior plans and IEP goals and objectives, and assist classroom teachers in supporting special education students in the

classroom. Behavior assistants may supervise students in a variety of school settings, including playground, cafeteria, library and field trips.

### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of correct English usage, vocabulary, spelling, grammar, punctuation, arithmetic, general classroom procedures and equipment and computer skills. Ability to assist with instructional activities in a classroom or special education program; learn the procedures, functions, and limitations of assigned Instructional Assistant duties; understand the needs of students; perform routine clerical duties; establish and maintain cooperative working relationships with teachers, students, and others contacted in the course of the work. Possesses classroom management skills.

### **EDUCATION and/or EXPERIENCE**

Must meet the requirements of the No Child Left Behind Act of 2001.

### **LANGUAGE SKILLS**

Ability to understand and carry out oral and written directions. Some positions may require the ability to communicate in Spanish.

### **MATHEMATICAL SKILLS**

Possesses basic mathematical skills including fractions, ratios, and percentages.

### **REASONING ABILITY**

Ability to choose among a limited number of alternatives in solving routine problems.

### **PHYSICAL DEMANDS**

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

While performing the duties of this job, the employee is regularly required to sit, talk, and hear; and use hands to finger, handle, or feel. The employee is occasionally required to stand, walk, reach with hands and arms, climb or balance; and stoop, kneel or crouch. Employees working in an RSP or Special Day classroom must occasionally lift and/or move up to 10 pounds. Employees working with an orthopedically impaired student must be able to lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts. The noise level in the work environment is usually moderate.