

Sonoma County Office of Education – Job Description

Classified

ACADEMIC SUPPORT STAFF, ALTERNATIVE EDUCATION

Definition:

Provides supplementary academic assistance for at-risk, adjudicated or incarcerated students by performing a variety of instructional support activities, and related duties in the maintenance and enhancement of an effective learning environment; and performs related duties as assigned. Academic Support Staff work in Court and Community School Programs, including Title I Programs and English Language Development programs.

Distinguishing Characteristics:

This job class provides a variety of responsible instructional support activities to enhance the County Office's educational environment. Academic Support Staff are responsible for providing academic assistance to students in reading, writing, mathematics, social studies, science, English Language Development (ELD), study skills and test preparation. Employees in this job class may work with non- or limited-English speaking or special education students. This job requires a high degree of positive contact with both students, parents, staff and partner agencies.

Supervision Exercised and Received:

General supervision is provided by the Program Director or Administrator, within a well-defined framework of County Office policies, procedures and applicable laws.

Example of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Assists in instructing individuals and/or small groups of high-risk, adjudicated or incarcerated students in various learning situations to reinforce class lessons, improve skill levels and assist students in completing class and homework assignments; works with students in reading, writing, and speaking to improve students' literacy and academic language skills by using provided structured lesson plans; performs guided reading and uses instructional materials to aid the learning process.
- Tutors students in individual lessons and/or practices to reinforce educational and other learning concepts.
- Assists students with oral and written English language activities designed to promote English acquisition; supports students in exchanging information/ideas in English; supports students in interpreting/analyzing text – both print and multimedia; facilitates academic conversations and promotes students' awareness of the English language.
- Collects, compiles, and submits required program data and information.
- Administers basic skills assessments to individual students and uses results to monitor academic progress.
- Develops supplemental materials to enhance the school curriculum offered to students.

- Observes, monitors and records student performance; assists in assessing a student's learning needs based on their performance in individual or group lessons; meets with staff to discuss progress and student educational needs.
- Performs light typing responsibilities to prepare a variety of standard materials, correspondence and/or other assigned documents; performs data entry to update applicable computer records and databases; and processes standard forms related to areas of responsibility.
- Assists in supervising students to maintain effective learning environment, noting behavioral problems observed and disciplining when necessary.
- Works closely with substitute teacher to provide program continuity when regularly assigned certificated teacher is absent.
- Provides teacher(s) and/or school administrator(s) with relevant feedback and information on student progress through observation, daily contact and maintaining accurate student records.
- Participates in parent/family meetings as requested.
- Maintains informal and operational records and files, including tests/homework scores, student work folders, and other records related to instructional objectives; maintains confidentiality of student information in accordance with existing law.
- Monitors, assists and interacts with students while using equipment such as computers/technology.
- Practices safe work habits on a consistent basis.
- Performs a variety of clerical tasks as assigned, including filing, answering phones, taking messages and typing as appropriate for assignment.
- Works cooperatively with teachers, parents, students and staff; treats others with courtesy and respect.
- Performs related duties as assigned.

Employment Standards:

Knowledge of:

- Pertinent academic areas and learning situations.
- Methods and practices of instruction.
- Basic knowledge regarding at-risk populations within alternative settings.
- Basic knowledge of Adverse Childhood Experiences/trauma-informed education.
- General behavior and anger management techniques.
- Standard English usage, spelling, grammar and punctuation.
- Standard office machines, including computers.
- Basic computer literacy.
- Safe work practices.

Ability to:

- Plan, organize and prioritize own work to meet deadlines; accomplish assigned tasks within established timelines, including maintaining accurate records and files.
- Maintain an orderly work environment and perform tasks in prescribed and safe manner.
- Establish and maintain cooperative working relationships with those contacted during performance of job duties.
- Engage and motivate students in positive learning.
- Work effectively with children and adolescents experiencing behavioral and/or emotional problems.
- Understand and apply established principles, techniques and procedures required for effective job performance.

- Learn methods and procedures to be followed in assigned instructional area.
- Understand and carry out both oral and written instructions in an independent manner.
- Learn requirements of the students in the specific learning program(s) to which assigned.
- Analyze situations accurately and adopt an effective course of action.
- Effectively supervise students in a calm and composed demeanor in a variety of situations,
- Communicate effectively and convey to students at a variety of comprehension levels.
- Interact with students during recreational and classroom activities which require twisting, bending, pushing and pulling.
- Develop rapport with students and be consistently fair, impartial and objective when dealing with students.
- Speak, read and write a specified foreign language (for some assignments).
- Maintain and improve professional skills and knowledge.
- Be flexible and receptive to change.
- Learn basic first aid and CPR; administer basic first aid.

Desirable Qualifications:

- Knowledge of general needs and behaviors of at-risk students with unique needs.
- Knowledge of behavior and anger management techniques.

Education and Experience:

Any combination of education and experience that would provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- Bilingual in Spanish is desirable.
- High school diploma or the equivalent and
 - Two years of college (48 units), or
 - A. A. degree (or higher), or
 - Pass a local assessment of knowledge and skills in assisting in instruction.

Experience:

Generally, the required knowledge and abilities will have been acquired during at least two (2) years of school experience, preferably in a court or community school setting (working with high-risk, adjudicated or incarcerated youth). Demonstrated experience in using sound, independent judgment in high-pressure situations.

Physical Abilities:

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.

Note -Terms used in this section are defined as follows: Rarely: 1 to 10%; Occasionally: 11 to 33%; Frequently: 34 to 66%; and Continuously: 67 to 100% of the workday.

Sitting:	Occasionally
Standing/Walking:	Frequently
Waist Bending:	Occasionally to Frequently
Neck Bending:	Occasionally to Frequently

Squatting:	Occasionally
Climbing:	Rarely
Kneeling:	Occasionally
Crawling:	Rarely
Neck Twisting:	Occasionally to Frequently
Waist Twisting:	Occasionally
Pushing/Pulling:	Frequently – up to 60-75 lbs. at a time (such as wheelchairs)
Running	Occasionally
Reaching:	
Above Shoulder:	Occasionally
Below Shoulder:	Frequently
Lifting/Carrying:	
0-10 lbs:	Frequently - weights carried 50 to 100 feet at a time
11-25 lbs:	Occasionally - weights carried up to 100 feet at a time
26-50 lbs:	Occasionally - weights carried 10 to 100 feet at a time
51-75 lbs:	Occasionally - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
76-100 lbs:	Rarely - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
Hand Activities:	
Repetitive Hand Use:	Occasionally
Simple Grasping:	Frequently
Power Grasping:	Occasionally
Fine Manipulation:	Rarely
Hand and Arm Twisting/Turning:	Occasionally to Frequently
Computer Operation/Writing:	Rarely
	<ul style="list-style-type: none"> ● Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance. For Preschool positions, this may include moving preschool equipment such as cots, tables, chairs; lifting infants and young children; perform twisting, bending, pushing, pulling, lifting, stooping, reaching motions during interaction with students and their children. ● May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles. ● Must be able to lift and physically restrain students at times; to take appropriate action in emergency situations; and follow procedures in a calm, responsible manner.

- Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
- Must be able to detect visual and non-visual warning signs of developing physical and emotional situations that may require attention from certificated staff.
- Must be able to express self effectively, verbally and non-verbally in classroom with staff, students and parents.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively assist in the management of an orderly and safe learning environment.

Work environment:

The following conditions may be present:

- Walking on uneven ground when outdoors.
- Exposure to student illnesses, injuries, infections and bodily fluids.
- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and satisfactory Department of Justice and Federal Bureau of Investigation records checks must be received by Sonoma County Office of Education, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- Visual acuity sufficient to read manuals, video display screens, and other related material and work at a computer screen frequently and throughout the day.
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance and possible participation in the DMV Pull Notice Program once employed.

Other:

- Adopted: July 12, 2021
- FLSA Status: Non-Exempt
- Bargaining Unit: SEIU
- Approved by: Personnel Commission