

CLASS TITLE:**CHART MY PATH TRANSITION ASSISTANT**

DEFINITION: Under general supervision and evaluation by the Director of Special Education, performs work of moderate difficulty in providing specialized instructional support services related to the Chart My Path Transition Study in various high school classrooms to students with a variety of disabilities, and performs other related duties as required.

EXAMPLES OF DUTIES:

“E” denotes Essential Functions

- Deliver transition programs (SDLMI Transition or SDLMI Transition with Mentoring) in accordance with the Transition Study. **E**
- Assist in distribution and collection of study related materials between families and the District. **E**
- Complete required paperwork related to Transition Study.
- Communicate regularly with other members of the instructional team regarding daily performance of the students. **E**
- Receive training in the transition programs related to the Transition Study.
- Attend orientation, training and other meetings as required by the Transition Study.
- Assist the team in family outreach for Transition Study activities.
- Assist in identifying students who are eligible to participate in the Transition Study.
- Support students of diverse levels and types of disabilities, gender, ethnic and cultural backgrounds.
- May be required to travel from location to location.

DESIRABLE QUALIFICATIONS:

Training and Experience: A combination of training and experience equivalent to high school graduation and one-year experience working with students, or the completion of one year of college-level coursework in a field related to the particular assignment. Successful completion of the Instructional Assistant Proficiency Examination and/or hold appropriate certification for the position.

Knowledge of:

- The appropriate subject matter, program and special instructional or communication procedures
- The individual differences in children
- Correct English usage, spelling, grammar, punctuation and mathematics
- General classroom procedures, practices and equipment
- General needs relative to students with a variety of disabilities
- Techniques of instructional engagement for students
- Diverse academic, socioeconomic, cultural and ethnic backgrounds of students with special needs

Skill in:

- Applying special instructional or communication procedures
- Following oral and written directions
- Communicating clearly both orally and in writing

- Recordkeeping
- Establishing and maintaining cooperative working relationships with school staff, students and parents
- Keeping school and student matters confidential
- Understanding and appropriately responding to the needs of all students

Ability to:

- Perform the duties of the position with or without accommodation
- Learn to interpret rules, policies, regulations and policies

Licenses:

- A valid California Driver's License may be required.

Certificates and Other Requirements:

Ability to meet proficiency requirements as set forth in applicable state and federal laws and District Annual Notices (i.e. Mandated Reporting, Blood Borne Pathogen). Certification in First Aid and CPR required every 2 years.

Environment:

School-based settings or other District designated environments working with students in a diversified special education classroom environment.

Physical Abilities:

Sufficient vision to monitor students during activities and to read instructional materials; hearing and speaking to exchange information and provide assistance to students and staff; frequently walking, reaching, holding with arms, bending at the waist, crouching and/or squatting to assist students; dexterity of hands and fingers to assist students and to operate specialized equipment or office equipment; lifting and/or manipulating objects, and/or use of motion up to 25 lbs. or equivalent.

Other Qualifications:

Must successfully pass the District's pre-employment fingerprinting and TB testing.