

San Diego County Office of Education
Personnel Commission

SPECIAL EDUCATION AIDE

Definition: Under immediate supervision, provides routine clerical assistance to a Special Education Administrator, classroom instructional assistance to special education teachers, and/or tutorial assistance to special education students in a classroom operated by the San Diego County Office of Education.

Typical Tasks: In a special education regional office, performs any combination of the following duties: requests student records from school districts, reviews and updates records and inputs statistical data to computers; maintains special education files and student records in prescribed program formats; assists in the preparation and distribution of routine program reports including student data reports; assists in the preparation of Individualized Education Plan (IEP) meetings to include scheduling to meet program timelines, preparing and distributing agenda, and mailing out IEP forms and information; operates standard office equipment including computers and basic word processing programs; and responds to inquiries from parents, teachers, and medical and probation staff; assists the teacher with student and parent communication; orients new students to the classroom; after initial instruction by the special education teacher, tutors individuals and small groups of students in various subject areas; assists the teacher with supervision of students; maintains awareness of physical and emotional changes in students and reports concerns to the teacher; administers tests to students and posts test results; scores papers and posts scores to student records; operates audiovisual equipment such as movie and overhead projectors and VCR's; assists the teacher in preparing instructional materials, organizing supplies, setting up classroom displays, and general cleanup and maintenance; performs related duties as required.

Minimum Qualifications: Knowledge of: basic office methods, procedures and equipment including computers and word processing software; general high school academic subject areas (math, science, and English); the operation of audiovisual equipment. Ability to: communicate effectively orally and in writing; perform routine clerical duties including record keeping, filing and scheduling; quickly learn to operate software associated with the instructional program; tutor individual students and small groups; work effectively with students, parents, teachers, and probation and medical staff; accept, understand and relate to students who have behavioral, learning or physical disabilities.

(Over)

No Child Left Behind Act (NCLB) Requirement:

In order to satisfy the paraprofessional requirements of the NCLB Act, applicants must meet one of the following requirements:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate's (or higher) degree;
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading (or readiness), writing (or readiness), and mathematics (or readiness).

Experience and Education:

In addition to meeting the NCLB requirement for employment detailed above, applicants must have completed college-level course work in general academic subject areas such as math, science, and English, and a combination of education, training and experience indicating possession of the knowledge and abilities detailed above. A typical qualifying background would include completion of college-level course work in general academic subject areas such as math, science and English, and work experience in a school of other educational environment including a variety of office/clerical responsibilities. Experience working with at-risk/high-risk and/or special needs children or adults is highly desirable.

Working Conditions and Physical Abilities:

Office, classroom or outdoor setting.

Must be able to hear and speak to exchange information; see to perform assigned duties; sit and/or stand for extended periods of time; possess dexterity of hands and fingers to operate a computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files and supplies; physically restrain and/or lift students as appropriate.

Distinguishing Characteristics:

Special Education Aides work with a variety of at-risk and high-risk students including behavioral and conduct disordered and/or emotionally disturbed who have problems with learning and/or language processing. The majority of the student population served falls within the need for academic remediation. As a primary responsibility, Special Education Aides perform a variety of routine clerical/office tasks.

Established: 06/97

Revised: 04/01, 05/02; 10/03;
2/07

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