



STILLWATER AREA PUBLIC SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>Community Education Program Assistant ABE/ECFE/SAC Programs</i>	Department / Building: <i>Community Education / Sites Vary</i>
Reports to: <i>School Age Care Coordinator</i>	FLSA Status: <i>Non-Exempt</i>
Band/Grade/Subgrade: <i>TBD</i>	Bargaining/Work Unit: <i>Community Education Leads and Assistants</i>
Position Last Updated: <i>10/04</i>	Next Position Description Update:

SECTION II: JOB SUMMARY

To assist in developing and implementing a community education school age care program that reflect the diverse interests, talents, perspectives and learning styles of the children in a manner consistent with the philosophies, policies, goals and expectations on the school age care (SAC) program.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Program Planning and Implementation
Percent of Time:	%	

Tasks involved in fulfilling above duty/responsibility:

- Assists in the development and implementation of programming to meet the needs of the families and children served by the school-age care program. Plans are consistent with SAC and district outreach and outcome expectations.
- Assists in the development, posting and implementation of a well defined activity plan for the days/week. Recommends purchase of supplies to assist in implementing activity plan.
- Participates in staff planning meetings and ensures that agreed upon activities are implemented in the assigned classrooms.
- Attends to the age appropriateness of planned activities for the children.
- Assists in the planning and implementation of a well rounded schedule of activities that provides children with opportunities to develop the whole child (i.e. physical, emotional, social and cognitive).
- Provides adaptations and accommodations to activities to meet the needs of all children including those identified as special needs.
- Assists in setting goals and developing program evaluation strategies to foster continuous improvement.

Duty/Responsibility No:	2	Statement of duty/responsibility: Safety and Supervision of Children
Percent of Time:	%	

Tasks involved in fulfilling above duty/responsibility:

- Interacts with children in order to ensure positive relationships are built. Uses positive language and discipline when necessary and comforts unhappy children.
- Encourages conversation and problem-solving among children using positive reinforcement, redirection and effective communication.
- Communicates program structures including rules, consequences and follow-through according to program and site policies in a manner which helps ensure a uniform understanding and compliance by all direct and indirect program staff and program participants.
- Follows all district, building and program health and safety procedures.
- Checks attendance sheets daily and follows procedures for missing children and parent pick-up problems.
- Understands, follows and enforces field trip procedures.
- Maintains appearance and cleanliness of program space and makes recommendations for physical changes.
- Confers with site and program leaders in order to help make decisions regarding children's behavior that are consistent with program policies. Is supportive and consistent with behavior management plans and is prepared to use them with children.
- Oversees the supervision of assigned child groups and maintains attention and control of large groups.
- Reports suspected child abuse as mandated by law.

Duty/Responsibility No:	3	Statement of duty/responsibility: Communication and Professionalism
Percent of Time:	%	

Tasks involved in fulfilling above duty/responsibility:

- Establishes, by example, a positive role model and the ongoing caring, respectful and interactive nature of communications and contacts with children and their families expected from staff at all levels.
- Takes responsibility to greet parents and children and assist them with needs, problem solves and communicates to the parents about the child's day.
- Communicates and puts in writing accidents or incidents concerning children or staff in conjunction with the site and program leaders.
- Attends and participates in regular staff meetings. Communicates well and often with co-workers. Actively participates as a team member and supports team decisions.
- Recognizes and supports the partnership of school, family and community.
- Maintains confidentiality and privacy of children and families. Communicates issues and concerns with "need to know" staff only.
- Demonstrates creative problem solving skills.

Duty/Responsibility No:	4	Statement of duty/responsibility: Professional Growth
Percent of Time:	%	

Tasks involved in fulfilling above duty/responsibility:

- Participates in staff development opportunities to ensure appropriate level of training for essential job accountabilities and competencies required for the position.
- Assesses and evaluates one's own professional development needs including the necessary planning and strategies to satisfy those needs e.g. in-services, seminars, professional associations, etc.
- Encouraged to participate in professional organizations to maintain professional expertise.
- Completes the number of hours of in-service training as defined for this position.

Duty/Responsibility No:	5	Statement of duty/responsibility: Special Projects
Percent of Time:	5%	

Tasks involved in fulfilling above duty/responsibility:

- Performs other job-related duties as requested or assigned.

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge, skill and ability to effectively design and deliver appropriate activity plans for the SAC program.
- Knowledge and ability to implement age appropriate practices aligned with stage development and individual needs of children in assigned group.
- Knowledge, skill and ability to make sound and appropriate decisions regarding children's behavior that is consistent with program and District policies. Keep site and program leaders informed of serious and/or reoccurring incidents, behaviors and issues which need attention at that level of program management.
- Knowledge and ability to implement and maintain District and program health and safety standards.
- Ability to provide input on behavioral intervention plans with appropriate SAC staff. Ability to implement plans as instructed by site and program leaders.
- Understand the District policies and procedures related to mandatory reporting.
- Ability to engender positive, cooperative and productive work relationships with all District and outside contacts including but not limited to SAC staff, custodians, teachers paraprofessionals, principals, administrative support staff, technical staff, parents, children and the community contacts.
- Ability to communicate relevant concerns and issues in a manner that is conducive to program improvement.
- Understands and applies data privacy practices, policies and procedures.
- Knowledge and experience that contributes to a collaborative and consolidated team effort and work environment.
- Demonstrates an interest in staying current and effective through the pursuit and completion of continuing education opportunities.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- High School Diploma or have a GED.
- Current First Aid and CPR Certificate. (Must submit documentation within 120 days of beginning date of employment).

SECTION VI: EXPERIENCE REQUIREMENTS

- Background and training in one or more of the following areas: child development, child guidance, human relations, communications and recreational programming.
- Eighteen years of age.
- Two hundred hours of relevant experience.
- Ability to relate well to parents, children and staff at all levels.
- Experience working in community education or a school age care program is desirable.
- Excellent planning, organizing, development, group process, communication and evaluation skills are expected.

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	O	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	O
Walking	O	Up to 25 pounds	O		
Sitting	F	Up to 50 pounds	N		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	N	Up to 100 pounds	N	Moving parts	N
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	O	Noise Levels		Explosives	N
Climbing, balancing	N	Quiet (i.e. private office)	F	Fumes	N
Stooping (bend at waist)	N	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	N			Extreme heat (non-weather)	N
Stretching/reaching with hands & arms	N	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	O	Varying weather conditions	N
Distinguishing smell	N			Sight	
Distinguishing temperature	N	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	O
Traveling by automobile	O			Looking at computer monitor	F
				Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	F