

St. Martin Parish School District

Revised 7/17/2024

Job Title:	Special Education Teaching Assistant/LPN (PK - Grade 12)	Reports To:	School Principal
		HR Contact	Julie Laviolette
Location/Grade Level:		Level/Salary Range:	9-Month LPN/Paraprofessional Salary Schedule
EVALUATION:	Performance Evaluation annually		
Qualifications and Education Requirements	<p>48 hours of college credit with grade point average of 2.0 and hours must include 3 hours of English Composition, 6 hours of English/Reading, 6 hours of Math; OR an associate or higher post-secondary degree; OR a passing score on the ParaPro Exam</p> <p>SKILLS: Knowledge of standard office and bookkeeping principles and practices; thorough knowledge of business English, spelling and arithmetic; ability to use a 10-key calculator and word processing and data software and equipment; ability to keyboard accurately and at a reasonable rate of speed, make arithmetical calculations, and maintain accurate records on a variety of school accounts; ability to meet the public effectively; ability to establish and maintain effective working relationships with others, and to follow oral and written instructions.</p>		

JOB DESCRIPTION:

To aid the teacher to perform tasks necessary for the efficient operation of the classroom

ROLES AND RESPONSIBILITIES:

PERFORMANCE RESPONSIBILITIES:

(Initial each number)

- ___ 1. Aid the supervising teacher at all times and in all circumstances, including lifting of students, changing diapers, toilet training, catheterization, tube feeding, and/or other health procedures.
- ___ 2. Make accommodations/modifications for students under direction of supervising teacher(s) (regular or special).
- ___ 3. Perform all tasks assigned in order to allow the teacher to teach, including, but not limited to: record keeping (IEP activities), preparation of class work, preparation of displays, assistance in student discipline matters, grading student work, assistance in student instruction, and assistance in watching and caring for students in all school settings.
- ___ 4. Work in assigned school/class each year. Class assignments may vary from year to year or during the school year, depending on student needs.
- ___ 5. Follow the teacher's direction and use common sense in application.
- ___ 6. Take necessary and reasonable precautions to protect students, equipment, books, materials, and facilities.
- ___ 7. Assist in upholding and enforcing school rules, administrative regulations, and Board Policy.
- ___ 8. Assist in maintaining a neat classroom conducive to learning.
- ___ 9. Shadow and provide support to a specific child/children throughout the school day to achieve academic goals specified in the behavior plan as assigned.
- ___ 10. Support all students in the inclusion setting as well as resource and self-contained classes (Any para assigned to support an individual child must provide support to other students deemed necessary, if needed)
 - ___ a. Ensure academic and behavioral needs are being met;
 - ___ b. Monitor the student schedule and IEP to ensure a safe and positive learning environment;
 - ___ c. Focus on instructional activities to ensure the student is focused, engaged in the learning process, and mastering critical skills;
 - ___ d. Support the development of critical skills that will ultimately lead to greater independence;
 - ___ e. Facilitate positive social interactions among all children in the classroom and school;
 - ___ f. Assist and escort the student(s) to and from each destination and attend to the student's personal hygiene and care needs.
 - ___ g. Monitor student behavior and maintain documentation of care provided to the child.

The Teaching Assistant is responsible for working with the Special Education Teacher, Assistive Technology and Related Services (adaptive PE) as well as with the Physical, Speech and Occupational Therapists to carry out the support services for the professional staff with the special education student. This will include, but not be limited to:

- ☐ Deliver instruction and reinforcing instructional activities under supervision of the Special Education Teacher through drill and practice activities, checking students' work and maintaining records
- ☐ Ensuring a safe and effective work and learning environment by performing activity set-up and housekeeping, assisting with implementing behavior management programs and setting appropriate limits with students, including physically restraining students as necessary and directed by supervisor
- ☐ Assisting students with toileting, personal and hygiene care, including assisting with catheterization, medication, feeding, suctioning and cleaning/bath/shower as directed by supervisor
- ☐ Assist students in mobility by providing standby assistance, physical lifting and carrying individuals, monitoring activities, pushing wheelchairs, standing table, etc.

- ☐ Assist teachers with classroom duties including correcting any non graded student assignments, typing, compiling, reproducing and maintaining materials, records and classroom inventory, monitoring students, etc.
- ☐ Supervise and assist students with field trips and community/work assignments
- ☐ Provide emergency evacuation of special education students from the building in the case of an emergency situation
- ☐ Provide general first aid as appropriate
- ☐ Perform hallway monitoring during recess, lunch and pick up/drop off times
- ☐ Assist the Adaptive PE Teacher as directed

Supervisory, for the purpose of this document, is meant for the job title of professionals listed above. This is not intended to be an all inclusive list of duties, responsibilities and general objectives for this position but is rather documented here to give the reader the general understanding as to the scope of the position.

ESSENTIAL PHYSICAL JOB FUNCTIONS:

Qualifying Statement: The following essential job functions have been quantified and established through an extensive on-site analysis of the job as well as review and input of the position description with employees who are currently performing the job, as well as from the supervisors. The frequencies, forces or heights listed may vary depending on the specific job and its locale and, therefore, are approximations and not always exact measurements of frequencies, forces or heights for every task.

1. **Prolonged Standing and Walking:** The Teaching Assistant will have to be able to stand or stand/walk for up to 3 hours at any on time without the opportunity to sit or otherwise get off his/her feet for an extended period of time and for up to 6 hours in a workday. The employee stands and walks on tile and carpeted flooring when working in the school buildings. However, when in the school yard or on field assignments the individual will have to be able to walk quickly and efficiently on dirt and grass footing that will not always be level and smooth as well as across concrete parking lots, etc. The employee will often be called upon to push a child in a wheelchair. At times, this includes pushing a battery operated wheelchair that has lost the automated capacity. Pushing can be up and or down ramps. Although the individual will generally be able to set his/her walking pace during the day, each Teaching Assistant must be able to respond to an emergency situation which will require him/her to be able to move quickly; transitioning to and or from the floor without the aid of a stationary object for support and or walk/jog quickly to respond to the emergency.

Although each emergency situation will vary as will the necessary Teaching Assistant response, in an attempt to quantify what "quick responses" is, the following scenario is listed. Although this is not a daily occurrence, there is no way to predict when or how often such an emergency response would be necessary.

- ☐ when a student is attempting to run away, the Teaching Assistant must be able to quickly go around the student to cut off their point of egress. On balance, this will require the Teaching Assistant to walk at a fast pace or run in a slow jog for upwards to 150 - 200 feet in 45 seconds
- ☐ when a student is threatening physical harm to him/herself and/or another person, the Teaching Assistant will have to be able to quickly come to a standing position, possibly from the floor level, without the aid of stable support, or be able to quickly bring both upper extremities up in a coordinated manner to block punches, or otherwise provide a physical restraint to a student or provide other assistance
- ☐ in cases of a fire emergency the Teaching Assistant may have to be able to quickly and safely travel up and or down 2 flights of stairs to provide assistance and/or to assist the safe evacuation of students. During the "normal" school day the Teaching Assistant will have occasion to climb stairs when traveling to and from one floor to another at only one or 2 of the schools, however speed in this scenario is not important

The Teaching Assistant will have occasion to provide standby assistance to students walking with or without a walker or possibly crutches. If the student begins to lose balance it is the job of the Teaching Assistant to stabilize the student and when not possible to aid the student in a safe transition to the floor. The Teaching Assistant may be providing minimal physical contact or walking with a student to/from the restroom, PE, speech therapy, etc intermittently throughout the day. On balance this will result in the individual walking several hundred feet as infrequently as 4 - 5 times in a day to upwards of 10 - 12 times in a typical day.

Throughout the day the Teaching Assistant will be required to stand or stand and walk between students as he/she redirects their attention, helps them with a task, provides other assistance to the students or the Special Education Teacher, changes diapers, etc.

2. **Sitting:** When traveling to/from a community work assignment and/or field trip, the employee will have to sit in a school bus. There will be limited ability to stand and change positions as needed during this time period. The employee can also expect some vibrational effects from the bus ride, although generally not substantially greater than that experienced when riding in an automobile. The bus rides will generally be for periods of time not to exceed 30 minutes - 1 hour except during the rare field trip out of town. However, there are occasions where the Teaching Assistant will be called upon to assist with transporting the student to and from the school. During these occasions the Teaching Assistant will have occasion to sit and ride on the bus for generally no longer than 1 1/2 - 2 hours at one time. Depending on which grade level the Teaching Assistant is assigned will often dictate the type of object the Teaching Assistant is sitting on during the course of the day. When performing duties in the classroom with the younger students, the Teaching Assistant will often have to sit on a low chair or bolster to allow him/her to be closer to the height the student is working. The bolsters used often are approximately 10" high. The Teaching Assistant will often sit in this position with no back support for upwards to 30 minutes at one time, while simultaneously stabilizing or working with a student. The Teaching Assistant will have to be able to quickly, smoothly and independently come to standing from this low height position without the aid of a stationary object for support.

3. **Positional Components:**

Bending/Stooping/Squatting/Kneeling: The employee will have to assume a variety of positions while performing the various work tasks involved in this job. These body positions generally do not require prolonged and sustained bending, stooping, squatting and or kneeling postures of more than 1 - 2 minutes without the ability to change positions as desired or fatigued. However, the Teaching Assistant must be able to quickly and smoothly transition to and from any of these positions to reach the floor and/or come to a standing position. If the employee is limited in one of the above mentioned postures, he/she will be able to substitute another movement as long as he/she is able to accomplish the same task (Kneel while sitting on heels, ...).

When performing transfer assistance with students the Teaching Assistant will have to be able to lift (or provide guided assistance to the student), come to a standing position, stabilize him/herself and the student, pivot and assist the student to the seated position on the transfer location. The Teaching Assistant must be able to compensate for unexpected and sudden movements from the student during this activity.

4. Lifting and Carrying:

Note: Stair Climbing and Carrying: Employees are required to lift and carry items up and/or down stairs only when employee is able to safely handle the object with one hand while keeping the other hand free to hold onto the railings. All employees are instructed to seek the assistance of another worker or use a mechanical assistive device to assist him/her anytime the employee feels the object to be handled is too large either in size or weight to be safely handled independently.

General Statement: There are two schools in the parish that have stairs that will need to be traveled on by the Teaching Assistant. To travel between one floor to another the individual will have to be able to climb 2 flights of stairs.

Work Related Lifting and Carrying: The employee will independently lift, carry and otherwise safely and efficiently work with equipment, supplies and/or tools that weight upwards to 25 - 30 lbs. intermittently throughout the day as he/she sets up a classroom, performs general housekeeping duties and or assists the students with personal and hygiene care. On balance the individual will be lifting teaching materials, games and other materials weighing under 10 lbs 15 - 20 times in a work day. Items weighing 20 - 30 lbs would not necessarily be lifted everyday. However, when the individual is called upon to set up various activities or perform housekeeping and or reorganization activities the individual can be called upon to lift objects this heavy from the floor as often as 4 - 6 times in a 2 hour time period. The individual will generally not have to carry items weighing 30 lbs greater than a distance of 20 feet.

In addition to this, the job will involve physically assisting the student with transitioning to and from the wheelchair and the floor, toilet, mat table and or standing table, etc. The Teaching Assistant will have the assistance of a mechanical assistive device (such as a hoist lift) when deemed appropriate by the Physical or Occupational Therapist and stated in the IEP and/or the assistance of another worker to perform lift transfers. However, part of the student's educational learning objectives will often be for him/her to assist with transfers. In these instances it will be the judgment of the Physical or Occupational Therapists and the Special Education Teacher to decide on the best means of working with the student.

Because of the few number of Teaching Assistants working in any one school at one time, to ensure efficient work with the students, on balance, the Teaching Assistant will have to be able to independently lift a 50 lbs child from the floor to a 31" height changing table or wheelchair height. On balance the Teaching Assistant can be called upon to perform this lift as little as 2 times in a day to as often as 8 - 10 times in a day. However, the individual will seldom have to perform this task in successive attempts without the opportunity to perform another task requiring less energy and force, except during an emergency situation or a behavior crisis situation.

With the assistance of another worker, the Teaching Assistant will have to be able to safely and efficiently lift a student weighing upwards to 150 lbs from a wheelchair to a changing table or mat table 31" high. The two employees will utilize a two person lifting technique with one Teaching Assistant lifting the head while the other Teaching Assistant lifting the feet. As mentioned before, the Teaching Assistant will have to be able to lift the student, come to a standing position, stabilize him/herself and the student, pivot and lay the individual down on the new location. The Teaching Assistant must be able to compensate for unexpected and sudden movements from the student during this activity. When two individuals are lifting a 120 lb - 150 lb student, on balance, each individual will be physically lifting 70 lbs -90 lbs at any one time. The Teaching Assistants will lift the individual on and off the changing table in a relatively short time period of 5 minutes or less. This can occur as few as 2 times in a day to as often as 8 times in a workday.

Each student who requires physical assistance with transfers will be given a specified technique that needs to be followed. The Teaching Assistant must be able to understand and follow the steps which will include proper body mechanic techniques for him/her to follow.

Emergency Fire Response: Although the employee is not a member of the emergency fire response team, all Teaching Assistants must be able to safely and efficiently lift and handle a fire extinguisher when he/she is the first person upon a fire situation. The fire extinguishers located throughout the school weigh up to 35 lbs.

5. **Pulling/Pushing:** When confronting a student who is having a behavior problem, the Teaching Assistant will have to be able to physically restrain the individual as per guidelines adopted by the school board policy and covered in state law (LA Act 328). Although it is the districts desire that each of the Teachers and Teaching Assistants are CPI (Crisis Prevention Institute's) trained, the Teacher or Teaching Assistant does not have to be CPI trained to safely and effectively restrain a student. All employees have the right and obligation to provide safe restraint to ensure safety to the students and faculty. To successfully implement the physical restraint techniques, each Teaching Assistant will have to be able to quickly move all four extremities in a controlled manner to be able to grab, block or hold onto the student. Although the physical requirements necessary to successfully complete the physical restraint techniques will depend on the size and strength of the individual student involved, each Teaching Assistant will have to possess normal upper extremity and lower extremity strength and grip strength that is, at least, considered normal for their age and gender. Furthermore, the Teaching Assistant must be able to sustain a force of

- ☐ 30 - 50 lbs with their arms in a internally rotated and flexed position in front of their body
- ☐ 30 - 50 lbs of downward pushing force while in a kneeling position to hold an individual down on the floor

The Teaching Assistant will have to sustain this force until the student calms down or until help arrives. In a practical manner, the Teaching Assistant will have to sustain this hold and force for a period of 5 minutes. He/she will provide similar pull forces to pull a student up in the wheelchair, chair/desk chair. On balance the employee can repeat this 4 - 8 times in a day.

The employee will often be called upon to push a child in a wheelchair. At times, this includes pushing a battery operated wheelchair that has lost the automated capacity. Pushing can be up and or down ramps. The force to push a powered wheelchair that has lost the capacity to self propel is approximately 18 - 30 lbs of force, depending on the size of the student and chair. The force to propel the chair and student up a ramp is approximately 70 - 80 lbs to initiate the movement and 50 - 60 lbs to sustain the force. Most ramps consist of two sections approximately a distance of 20 - 25 feet in length each. On balance this will occur no more frequently than 2 - 4 times in a day.

6. **Climbing Stairs:** Note: Stair Climbing and Carrying: Employees are required to lift and carry items up and/or down stairs only when employee is able to safely handle the object with one hand while keeping the other hand free to hold onto the railings.

General Statement: Although most schools that have two floors are suitably equipped with an elevator, elevators cannot be utilized during fire emergencies. Likewise, there are schools that are not equipped with elevators. To travel between one floor to another the individual will have to be able to climb 2 flights of stairs.

Stairs: The Teaching Assistant will generally not have to climb more than 2 flights of stairs at any one time without the ability to perform some other task before climbing stairs again. He/she will generally not carry anything greater than 10 lbs up and or down stairs except in an emergency situation when having to evacuate a student.

7. **Balance:** Good static and dynamic balance is required for sitting, squatting, walking, carrying, lifting, pushing and pulling. In addition, the individual must have good transitional balance to independently come to a standing position from the floor level when lifting upwards to a 50 lb child. Movements must be able to be generated quickly and smoothly with no outside assistance from another employee or stationary object.

8. **Upper Extremity Fine Motor Skills:** The employee must have good functional finger dexterity, eye hand coordination and stereognosis bilaterally.

9. **Upper Extremity/Lower Extremity Functions:** The Teaching Assistant must have good functional upper extremity and lower extremity gross coordination and proprioception skills, bilaterally.

10. **Grip Strength:** Good functional bilateral grip strength for age/gender and endurance is required to restrain a student for upwards to 5 minutes at one time.

11. **Visual Abilities:**

Functional vision required for close and far distance viewing. On balance, from a practical standpoint, the individual must be able to clearly identify hand signals up to 100 feet away as well as read relatively small objects (such as books and computer screens) from a distance of 1 foot.

Depth Perception: Requires functional good depth perception.

Figure Ground Perception: Requires good figure ground perception.

Peripheral Vision: Functional peripheral vision is required.

12. **Hearing Abilities:** Must be able to hear conversations with students/professionals face to face, PA system announcements as well as be able to communicate with radio and telephone conversations.

13. **Reading Abilities:** Must be able to read and comprehend school manuals and reports, safety regulations, CPI training manual, student teaching materials and textbooks, etc.

14. **Verbal Abilities:** Must be able to clearly communicate in English over the telephone, PA system, portable radio and face to face.

15. **Writing:** Must be able to legibly document student's daily activities, toileting needs, notes to parents and record discussion with parents and others verbatim.

16. **Cognitive Component/Handling Stress:** The Teaching Assistant must have good short and long term memory and the mental stamina to stay alert and attentive for 7 hours a day so as to make safe decisions and use proper judgment. The Teaching Assistant must be able to cope with the mental stress placed on him/her to meet the demands of the job. He/she must be able to convey his/her decisions to others in a diplomatic manner so as to successfully accomplish the job in a safe and efficient manner. The Teaching Assistant will generally be scheduled to work 7 hours a day, 5 days a week during the "normal" school year. However, the Teaching Assistant can be called upon to provide assistance outside of the normal school hours such as during field trips, special school events and functions as well as during an emergency situation.

The Teaching Assistant must be aware of his/her surroundings as well as the tasks that other employees, students and or service personnel are performing in and around where the Teaching Assistant is working. Every member of the Special Education team is responsible for the safety and well being of any other employee, student and or visitor who may be working with and or in the near vicinity of the employee. Because of the physical, mental, emotional, psychiatric and behavior problems that the students might display, each Teaching Assistant must be able to quickly and efficiently respond in a coordinated manner to any unexpected quick and sudden behavior or actions by a student. This could include having to physically restrain a student or move (quickly walk or jog) to circumvent the student's means of egress placed on a location, stop a student from hitting/biting another student/employee or himself.

When attending to a behavioral situation, or when attending to a student's personal care and or hygiene needs, the Teaching Assistant can expect the student to jerk (from a spastic movement), kick, swing, head butt, bite, scratch, spit or attempt to hit the Teaching Assistant or other individuals. The Teaching Assistant must be able to remain calm in a possibly ever changing and hostile environment. He/she must be able to follow established physical restraint protocols and procedures in a quick and efficient manner.

The Teaching Assistant will assist or perform hygiene activities with the student including toileting, changing diapers, catheterizing students, bathing students as needed and requested by supervisor.

The Teaching Assistant must be able to relate to and work well with others. The employee must be able to give and receive verbal instructions clearly and concisely. He/she must be able to follow established protocols and procedures or teaching plans and instructions as developed by the Special Education Teacher or the Therapist. He/she will work with the students under his/her care in an efficient manner while at the same time monitoring the other students in the room.

All employees are instructed to report any unsafe or potentially unsafe situations to their supervisor immediately. The Teaching Assistant

must be able to effectively deal with these reports in a timely and expedient manner. He/she must know when to go to the supervisory personnel on duty when a difficult problem arises that requires a solution that might be different from the normal operating procedures. The employee must be able to quickly assess a situation, seek appropriate advice/information from others and execute his/her decisions in a clear and decisive manner. The Teaching Assistant must be able to receive constructive feedback in a positive manner. He/she must be able to work as a member of a team, listen to, grasp and respond quickly and positively to supervision and instructions.

NON-ESSENTIAL JOB FUNCTIONS:

There will be times when the employee is requested to perform tasks other than those specified here. However, the physical requirements of these tasks will not exceed the physical requirements listed under the essential job functions.

WORKING CONDITIONS:

Weather/Temperature: The Teaching Assistant works both indoors and outdoors in all kinds of weather. When working in the classroom environment the Teaching Assistant will generally be working in a climate controlled environment. However, there are occasions where the climate controlled unit is non functioning. During these times, as well as when the Teaching Assistant is working outside of the office or classroom environment, he/she is exposed to the normal temperatures and humidity present in south Louisiana. The temperatures may reach the upper 80 degrees - 90 degrees to lower 100 degrees during the summer months with high humidity. He/she is exposed to cold temperatures generally no lower than 10 degrees - 12 degrees. High winds may substantially effect the chill factor. Work in the cold temperatures will generally be limited to assisting the students with getting on and off the bus or transferring in and out of a climate controlled environment to and from the bus or work center.

Noise: The Teaching Assistant can be exposed to intermittent noises from the students of sufficient intensity and pitch to provide distraction in some persons. He/she must be able to maintain his/her concentration in this environment.

Vibration: When riding in a school bus, there are occasions where the Teaching Assistant is exposed to vibrations of sufficient intensity to provide distraction in some persons.

Fumes/Gases: The Teaching Assistant will have the opportunity to work with the students in community and work assignment areas that might have fumes and smells from gardening supplies, foods, etc. These will be no greater than those the individual would be exposed to during their personal work in the garden, shopping, cooking and or cleaning of their own homes, etc. Furthermore, the individual will have to work with students on personal hygiene and toileting activities. He/she will be exposed to smells, fluids and or soiled clothing that will include urine, vomit, feces, blood, etc. as well as cleaning and housekeeping disinfectants that might be used. When performing teaching activities with the students, the individual can be exposed to paint fumes.

SAFETY EQUIPMENT USED:

Hoyer lifts (or similar lifting devices) and lifting belts where appropriate

Rubber gloves/vinyl gloves following universal precautions for handling blood or other bodily fluids

The Teaching Assistant must be able to quickly, smoothly and efficiently respond to a variety of emergencies that require the individual to lift, squat, run or walk at a fast pace and move freely. Because of this, the individual will have to work while wearing closed toed and closed heel shoes. The shoes must not have high heels and must have good traction soles. Furthermore, the individual should not wear skirts that are above the knee or tight that would restrict the individual's ability to quickly squat, bend and or move to and from the floor level. The Teaching Assistant should not wear any dangling jewelry (necklaces, earrings, pendants) that can be caught by the student during transfers or confrontations or sudden movements. Furthermore the Teaching Assistant should not wear strong perfumes and or colognes that could have an adverse effect on students with breathing difficulties.

PROFESSIONAL RESPONSIBILITIES:

1. Maintain professional personal appearance and demonstrate respect for colleagues.
2. Attend work regularly; report to work on time; and provide advance notice of need for absence.
3. Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
4. Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and equipment.
5. Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
6. Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
7. Keep direct supervisor informed of the progress being made in area(s) of responsibility.
8. Report to the St. Martin Parish School Board as needed or directed.
9. Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by supervisor.
10. Complete and submit all forms, reports, documentation, and trainings by required dates and in accordance with district policies and procedures.
11. Remain open to suggestions and innovative ideas; receive and apply feedback.
12. Demonstrate competence in areas of responsibility.
13. Exert every effort to constructively involve stakeholders in all professional settings.
14. Communicate appropriately and work effectively with all populations.
15. Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
16. Follow the specific requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.
17. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where

needed. This is not intended to be an all inclusive list of duties, responsibilities and general objectives for this position but is rather put here to give the reader the general objectives for this position, but is rather put here to give the reader the general understanding as to the scope of the position,

SUPPLEMENTAL SALARY SCHEDULE (ACT 311):

The salaries provided in the salary schedules shall be considered compensation for work performed by each employee which relate to his/her prescribed duties and responsibilities, as identified and described in the employee's job description(s). Additional compensation shall be provided as follows:

- (1) In addition to all other compensation to which a teacher is entitled, any teacher who is not afforded the minimum uninterrupted planning time required by R.S.17:434(A) shall be compensated at the effective hourly rate of that teacher for each hour of planning time.
- (2) Any employee in a certified position who performs approved work beyond the scope of their prescribed duties and responsibilities in their job description and for which prior approval has been obtained from their direct supervisor and district administration shall be paid at the rate required by La. R.S. 17:418. Any work to be performed outside of an employee's job duties and responsibilities shall require the employee to:

- (a) submit a written description of the services to be performed and the estimated time to complete the task, which shall be submitted to the employee's immediate supervisor prior to commencing such services;
- (b) obtain the prior written approval of the employee's immediate supervisor and district administration; AND
- (c) obtain supplemental, written authority from the employee's immediate supervisor and district administration before exceeding the initial estimated time for performing such services.

Such employee shall submit a completed Extra-Duty Timesheet reflecting the services actually provided and the time spent for each item, rounded to the nearest one-tenth of an hour, within seven (7) calendar days of performing such services to their immediate supervisor. The Extra-Duty Timesheet with prior approval documentation must be submitted to Payroll monthly as the work is performed in accordance with established Payroll cutoff deadlines.

- (3) All nonexempt employees shall be compensated for overtime work in accordance with the Fair Labor Standards Act, 29 U.S.C. 201. If individuals are employed in one capacity but voluntarily work part-time in a different capacity on an occasional or sporadic basis, the hours logged in the secondary voluntary capacity shall not be counted as hours worked for overtime purposes in accordance with SMPSB Compensation Guidelines/Overtime policy (GBAA).

While the operation of the St. Martin Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

I have read the above job description and confirm that, to the best of my knowledge, I am physically and cognitively able to perform all the essential job functions outlined above.

Employee Printed Name:		Employee Signature:	
		Date:	
Approved By:		Date:	