




## Job Analysis

Job Title / Working Title	Preschool Assistant
Department	Early Education Department
Job Summary	Under supervision of the Program Director and the direction of the Preschool Site Supervisor, the Preschool Assistant will supervise children at the preschool site during play, rest and meals and assist the teacher in the instructional programs.
Work Location Option	<input checked="" type="checkbox"/> Campus ( will perform tasks at different campuses)
Job / Work Schedule	8 hours per day, 5 days per week (185 days per year)
Scheduled Breaks	30 minutes breaks with 2 15 breaks (am & pm)
Overtime	As needed
Physical Demand Requirement of Job*	Medium level of physical

\*Based on Dictionary of Occupational Title's Physical Demand Characteristics of Work

Date of Analysis	6/9/2023
Evaluator  AN ENLYTE COMPANY	Nicole Grabowski, MSA, CRC, CBIS, CCM Vocational Case Manager

### Essential Functions - basic job duties that an employee must be able to perform, with or without a reasonable accommodation

The position includes, but may not be limited to the following.

	Essential Functions
1.	<ul style="list-style-type: none"> <li>Assist teachers in supervision and training of children</li> <li>Help run small group learning centers during the day, read and/or tell stories, conduct arts/crafts activities with students</li> <li>Supervise children at nap time</li> <li>Supervise children during inside and outside play</li> <li>Positively enforce and/or redirect behavior</li> <li>Assist children in bathroom procedures; cleaning of clothes and bedding as needed</li> <li>Assist and supervise children at lunch and snack time, guide children in table manners</li> </ul>
2.	<ul style="list-style-type: none"> <li>Assist with basic cleaning duties including, but not limited to, wiping tables after students eat and wiping cots after nap time</li> <li>Help complete necessary clerical tasks</li> <li>Operate a variety of audio-visual and office equipment</li> <li>Carry out authorized emergency and safety procedures</li> </ul>

### Job Tasks & Physical Demands

#### Lifting / Carrying (Force required to transfer object)

Essential Function	Job Task Description	Weight	Frequency	Start Height	End Height	Carry Distance
1-2	Lifting and assisting with movement of children	Up to 50 lbs.	Infrequently	0 in to 42 in	0 to 42 in	Variable
1-2	Lifting tables, chairs, benches, toys and computer equipment	Up to 20 lbs.	Occasionally	0 in to 42 in	0 to 72 in	Variable
1-2	Lift laptop / iPad	Up to 8 lbs.	Occasionally	12 to 42 in	12 to 42 in	Variable

#### Total Body Pushing / Pulling (Initial force required to move object. Not weight of object)

Essential Function	Job Task Description	Force Required	Frequency	Distance
1-2	Handle food and supply carts and roller garbage	Up to 30 lbs.	2 times per day	Varies
1-2	Pull supply wagon	Up to 30 lbs.	As needed	Varies

#### Upper Extremity Pushing / Pulling (Force required to move object while lower extremities are stationary)



Essential Function	Job Task Description	Force Required	Frequency
1-2	Student materials, toys, chairs, backpacks, sleeping cots	Up to 30 lbs.	As needed

### Gripping / Coupling

*(Force required to trigger a tool or hold an object)*

Essential Function	Job Task Description	Force Required	Frequency
1-2	Computer mouse, desk top items	Simple grasp	Frequently
1-2	Cleaning supplies	Firm/ Simple grasp	Occasionally
1-2	Toys and student supplies	Firm/ Simple grasp	Occasionally
1-2	Provide assistance with clothing and personal hygiene	Firm/ Simple grasp	Occasionally

### Reaching

*(Horizontal distance from the midline of the body)*

Essential Function	Job Task Description	Height	Horizontal Distance	Frequency
1-2	Access desk top items	12 to 42 in.	24 in.	As needed
1-2	Toys, book, student materials and educational materials	0 to 72 in.	24 in.	Frequently

### Psychological/Mental Demands

	Yes	No	Description
Working under pressure/deadlines	X		Implement teaching plans and positive behavioral support plan within timelines and school hours.
Perform fast-pace work	X		Implement teaching and positive behavioral plans within timelines and school hours. Develop and execute educational programming while maintaining behavioral support.
Perform self-pace work	X		Documentation of behavioral plan and data collection
Perform incentive/piece work		X	
Perform with precise/production standards	X		Complete data collection
Deal with multiple tasks throughout the workday	X		Work with multiple students with varying educational and positive behavioral plans in a variety of settings
Perform complex or varied tasks	X		Execute educational plan, attend meetings
Perform simple and repetitive tasks	X		Collect and analysis data, sampling or modeling behavior for students
Advanced interpersonal skills (influence/negotiate)	X		Work with peers and teachers to build relationships to execute educational plans and to ensure the overall safety of the students.
Perform in a leadership role (manage/supervise)		X	
Follow simple instructions	X		Maintain classroom and playground safety, Collect and analysis data
Follow complex instructions (beyond 3 steps)	X		Communicate with peers, teachers and parents. Collect and analysis data, implement positive behavioral plans
Working alone	X		Complete documentation and implementation of educational plans
Working in a group	X		Teach in groups, participate in IEP meetings.
Travelling and/or Driving		X	

### Work Environment / Environmental Conditions

	Yes	No	Description
Personal Protective Equipment(PPE)	X		May use PPE, gloves, masks
Chemical Exposure	X		Cleaning supplies
Confined Spaces (29 CFR 1910.146)		X	
High Elevations ( $\geq 4'$ above floor level)	X		May need to monitor playground equipment
Temperature Exposure (Heat/Cold)	X		Work in all weather
Work Near Moving Machinery		X	
Work Near Powered Industrial Trucks		X	
Near Visual Acuity (Clarity $\leq 20$ in.)	X		Use computers, collect data, observe students and teaching staff



Far Visual Acuity (Clarity $\geq$ 20ft.)	X		Monitor environment, collect data, observe students and teaching staff
Color Vision	X		Used in positive behavioral plans and educational programming
Depth Perception	X		Monitor environment, collect data, observe students and teaching staff
Feel/Touch (Perceiving object attributes)	X		Monitor environment, collect data, observe students and teaching staff

### Physical Demand Summary

Never	Infrequently 2-5 % of time 1-2 reps/ hr. 2-20 reps/day	Occasionally 6-33% of time 3-12 reps/hr. 21-100 reps/day	Frequently 34-66% of time 13-30 reps/hr. 101-245 reps/day	Constantly 67-100% of time > 31 reps/hr. > 246 reps/day
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TASKS	FREQUENCY N/I/O/F/C	DESCRIPTION / TOOLS & EQUIPMENT	
LIFTING/FORCE			
Up to 5 lbs.	F	Handle computers, toys, books, educational materials, student supplies, desk top items.	
Up to 10 lbs.	F	Handle computers, toys, books, educational materials, student supplies, desk top items.	
Up to 15 lbs.	O	Handle computers, toys, books, educational materials, sleeping cots, student supplies, desk top items.	
Up to 25 lbs.	O	Handle computers, toys, books, educational materials, sleeping cots, student supplies, desk top items, desk, chairs and computer equipment	
Up to 50 lbs.	I	Have access to two persons assist, assist students, handle tables, desk, computer equipment	
Floor - Waist (1"-41")	F	Handle computers, toys, books, educational materials, student supplies, sleeping cots, desk top items, desk, chairs and computer equipment	
Waist - Shoulder (41"-54")	F	Handle computers, toys, books, educational materials, sleeping cots, student supplies, desk top items, desk, chairs and computer equipment	
Shoulder – Overhead (55"-85")	I	Handle toys, books, educational materials, sleeping cots, student supplies	
Total Body Push / Pull	I	Handle toys, books, educational materials, sleeping cots, student supplies	
Upper Extremity Push/Pull	O	Handle toys, books, educational materials, sleeping cots, student supplies	
POSTURES			
Bending / Squatting	F	Access supplies, assist students	
Twisting (Waist)	F	Access supplies, assist students	
Kneeling	F	Access supplies, assist students	
Supine-lying	I	Access supplies, assist students	
Crawling	I	Access supplies, assist students	
Neck Extension	O	Access supplies, assist students	
Neck Flexion	F	Access supplies, assist students	
Neck Twisting	F	Access supplies, assist students	
UPPER EXTREMITY			
Overhead Reaching	I	Access supplies, assist students	
Horizontal Reaching	F	Handle computers, toys, books, sleeping cots, student supplies, desk top items, desk, chairs and computer equipment	
Simple Grasping	F	R <input checked="" type="checkbox"/> / L <input checked="" type="checkbox"/>	Handle computers, student supplies, desk top items
Firm/Power Grip	F	R <input checked="" type="checkbox"/> / L <input checked="" type="checkbox"/>	Handle computers, student supplies, desk top items
Fine Manipulation/Pinch Grip	F	R <input checked="" type="checkbox"/> / L <input checked="" type="checkbox"/>	Handle computers, educational materials, student supplies, desk top items
Wrist Flexion/Extension	O	R <input checked="" type="checkbox"/> / L <input checked="" type="checkbox"/>	Handle computers, educational materials, student supplies, desk top items
Wrist Deviation	O	R <input checked="" type="checkbox"/> / L <input checked="" type="checkbox"/>	Handle computers, educational materials, student supplies, desk top items
Hand/Arm Vibration	N	R <input type="checkbox"/> / L <input type="checkbox"/>	
Keying	I	Data collection, note documentation	
Mousing	I	Data collection, note documentation	
Writing	O	Data collection, note documentation	
Phone Calls	O	Communicate with peers, teaching staff, IEP team and supervisors	
TOTAL BODY			
Total Body Vibration	N		
Sitting	O/F	Access educational spaces	



Standing (<3 steps)	O/F	Access educational spaces
Walking (>3 steps)	O/F	Access educational spaces
Climb Stairs	I	Access locations
Climb Ladders	I	Access playground equipment
Driving/Foot Controls	N	
Balancing-Slippery, Narrow	O	Work in all weather environments