

JOB ANALYSIS - Transportation Aide Special Education

JOB ANALYST: Nancy Kennedy, MS,CRC	DATE OF ANALYSIS:
PHONE #: (800) 477-0626 X 14435	DATE REVISED: NA
Conducted for: Chico Unified School District	Information Provided by: Transportation Department

General Description:

Under direction, the Transportation Aide-Special Education assists a bus driver in ensuring the safety of special education students requiring individualized or general assistance. This position complements strategies and techniques of at-home and at-school programs, and where special communication or special device issues are present. It provides for any specialized physical health care procedures that may be required, and follows all special intervention procedures as instructed.

Essential Job Functions:

1. Supervise and assist special needs students entering, leaving, and traveling on district school Type 2 buses to and from school sites based on bus route and assigned students.
2. Ensure the safety of all children riding the bus by escorting, seating and securing students; and provide assistance to the Bus Driver with loading/unloading students and any specialize equipment, as necessary or as requested; such as securing wheel chairs, assistive devices, or special circumstances.
3. Ride with students and monitor the physical/mental well-being and behavioral affect of student(s) while on bus; address and defuse behavior problems with patience and tact ensuring a safe and positive environment.
4. Monitor assigned students for medical or behavior conditions and take appropriate and/or prescribed actions; including emergency care, first aid, CPR, or evacuation; implement any individual programs deemed necessary to the bus environment.
5. Assist student(s) with personal care as necessary; including but not limited to tying shoes, collection of personal items/school supplies, specialized equipment, clothing (jackets, inclement weather items, etc.).
6. Complete required reporting of incidents that occur during bus transport according to procedures.
7. Ensure the adherence of district policies; attend required Safety Meeting; and, maintain required certifications or training.
8. Work flexible hours based on fluctuation in student population and changes to designated routes; work split shifts or special routes as assigned.

Required Knowledge Skill and Abilities

Knowledge of: Techniques and methods of child supervision, and working with special needs children; general needs and behavior of special needs students; techniques to motivate students and manage student behavior; cultural and physical differences and needs of children; proper English usage, grammar, vocabulary, spelling and punctuation; District policies and procedures pertinent to scope of responsibility.

Skill/Ability to: Provide necessary direct assistance to students as needed; interact with students that ride the bus on a positive and practical level; maintain a firm but patient and courteous attitude toward students; exercise tact, diplomacy and good judgment in dealing with students; assist ambulatory and non-ambulatory students on a transportation vehicle requiring balance and agility; communicate clearly and concisely in writing and orally, and in noisy situations; understand and carry out both oral and written instructions; establish and maintain effective working relationships with those contacted in the course of work; apply prescribed medical treatment, such as first aid and/or CPR, and maintain current certifications; assist in emergency situations; work flexible shifts.

Physical Demands:

The Transportation Aide-Special Education will work a variety of shift assignments based on the needs of the Chico Unified School District. Workers may be assigned a shift, or work limited or split shifts based on variable attendance of students requiring assistance, or other factors. Definitions below and percentages indicated apply to the number of hours of any individual's work shift.

Definitions for rating Physical Demands (Per U.S. Department of Labor Definition):

Rating	Rarely - < 1%	Infrequently 2-5%	Occasionally 6-33%	Frequently 34-66%	Constantly 67% +
Sedentary			0 – 10 lbs.		
Light			11 – 20 lbs.	0 – 10 lbs.	
Medium			21 – 50 lbs.	11 – 25 lbs.	1 – 10 lbs.
Heavy			51 – 100 lbs.	26 – 50 lbs.	11 – 20 lbs.
Very Heavy			100 + lbs.	50 + lbs.	20 + lbs.

STANDING: *Remaining on one's feet in an upright position at a workstation without moving about.*

Infrequently. Standing will occur when assisting or supervising students on to or from a bus involving short duration standing on asphalt or cement sidewalks. Standing will also occur on a moving bus, as necessary to monitor or work with seated students to manage behavior or to address a safety issue. Maintaining a stationary upright position will be required when providing assistance or stability to a special needs student.

WALKING: *Moving about on foot.*

Occasionally. Walking will occur to access school site bus loading or unloading zones and general vicinities on asphalt, cement or other surfaces present at unloading areas. Walking within a stationary or moving school bus down an aisle. This will occur when providing direct assistance, or to monitor or address a behavior or physical issue. Distances are generally within 10-20 feet within a bus, and up to approximately 30 feet at loading/unloading areas. Walking further distances may occur incidentally based on unusual or emergency situations.

SITTING: *Remaining in the normal seated position.*

Up to Continually. Sitting occurs up to 80% of the work shift on a school bus seat. Duration of sitting is dependent upon assigned specific route but generally no longer than 30 to 40 minutes, and generally for short duration of 15 to 20 minutes. Sitting will be interrupted to address issues (if necessary).

LIFTING: Raising or lowering an object from one level to another (including upward pulling).

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height
Under 10 lbs.			X				Floor to Waist
10 – 20 lbs.		X					Floor to Waist
21 – 35 lbs.		**					
36 – 50 lbs.		**					
51 – 75 lbs.		**					
76 – 100 lbs.	X						

Typical items lifted:

0 – 10 lbs.: Personal items of students, books/binders, articles of clothing, Portable suction equipment, or other specialized equipment, etc.

11 – 20 lbs.: Applied upward force to tighten wheelchair straps to secure in bus-if assisting Bus Driver. Also, if necessary, lifting student's personal communication device-estimated weight 15 to 20 lbs.

** 21 – 70 lbs.: Lifting greater than 20 lbs. is not routine, but will occur in an emergency situation to assist a student and/or to assist in the evacuation of a student. Lifting in an emergency situation is to assist the Bus Driver as a two person lift.

CARRYING: Transporting an object usually holding it in the hands, arms or shoulders.

	Never	Rarely	Infrequently	Occasionally	Frequently	Constantly	Distance
Under 10 lbs.			X				20 to 30 feet
10 – 20 lbs.		X					20 to 30 feet
21 – 35 lbs.		**					
36 – 50 lbs.		**					
51 – 75 lbs.		**					
76 – 100 lbs.	X						

See Lifting Section for typical items carried.

** Carrying in an emergency situation is generally performed to assist the Bus Driver as a two-person lift/carry.

PUSHING: To exert force on or against an object in order to move it away. **PULLING:** To draw towards oneself, in a particular direction or into a particular position.

Infrequently. Light bilateral force will be exerted to push a student in a wheel chair on/off loading ramp when assisting the Bus Driver.

CLIMBING: Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.

Infrequently. Entering and exiting the school bus requires accessing 4 steps - from ground less than 20 inches, and 3 steps to aisle. This can be repeated to provide assistance or guide unstable ambulatory students, and at each stop where escort is necessary. The number of students on each bus varies from day to day and route to route.

BALANCING: *Maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces.*

Occasionally to Frequently. Balancing is required when standing or walking on aisle of bus when it is stationary or moving. The ability to maintain equilibrium or self-steady as necessary will occur to monitor and/or assist students while riding the bus. It will also occur when escorting students requiring assistance to enter or exit the bus. The ability to prevent from self-falling or unsteady or falling of a student is required and essential to the safety of self and students.

STOOPING/BENDING: *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



20 Degrees- Occasionally to Frequently from a seated or standing position. Bending forward occurs to reach and access a student's seated position, and to provide direct assistance. Bending will occur as needed to access personal belonging gathered when exiting the bus, or steady a student entering or exiting.



45 Degrees- Occasionally. Bending up to 45 degrees will occur to access, pick up or place items on or below the level of a bus seat. It is generally performed as a down and up motion, and may occur whenever such a posture is required to assist the student and/or maintain safety on the bus.



90 Degrees- Infrequently. A full forward bend will occur as necessary to tie a shoe lace, or pick up a dropped item, or to secure wheel chair strap (if requested). A forward bend is generally performed instead of a squat or crouch due to the short duration required or limited space on the school bus.

TWISTING/TURNING: *Rotating the torso. This includes turning of upper and lower back, and hips.*

Upper torso: Frequently. Twisting to left or right occurs routinely from a seated or standing position to monitor and respond to students riding the bus. Fluidity of movement will be required to quickly respond to defuse a behavior disturbance or respond to a safety issue.

Lower Body: Not Required.

KNEELING: *Bending legs at knees to come to rest on knee or knees.*

Infrequently to Occasionally, as necessary in an emergency situation. If medical assistance (first aid/CPR) is required, the Transportation Aide must be able to kneel to provide direct aid to a student; and maintain the required certification. Kneeling duration of 15 minutes, or until relieved, is potentially required. At discretion, kneeling may occur when tying a shoe lace, or when assisting requires maintaining a low position.

CROUCHING/SQUATTING: *Bending body downward and forward by bending legs and spine.*

Not Required. Crouching or squatting is performed at discretion/personal preference to minimize bending or kneeling.

CRAWLING: *Moving about on hands and knees or hands and feet.*

Not Required.

NECK POSITIONS:

Extension: 0- 60 degrees: Rarely to Infrequently. Glancing upward to observe immediate surroundings will occur as brief glance, or when speaking with a standing person/student from a seated position.

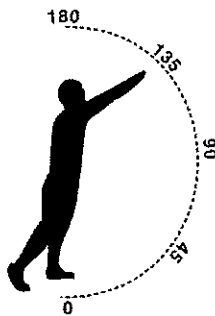
Flexion: 0- 60 degrees: Frequently. Looking downward occurs routinely to observe immediate surroundings, and when assisting a student, monitoring students and observing for safety hazards, etc. Looking down may occur to write incident reports or to glance down to speak with seated students from a standing position.

Left/Right Lateral Rotation: 0 - 45+ degrees: Frequently. Glancing left or right occurs to monitor student riding the bus and to respond to verbal communications when in a stationary position. Full range of motion, including looking over the shoulder may occur in response to a behavior or emergency situation.

Left/Right Lateral Flexion: 0 – 45 degrees: Not Required, however, may occur Rarely at discretion. Special needs students may best communicate directly-face to face, and tilting of the head in either direction may be necessary to convey understanding or empathy.

REACHING: *Extended hand(s) and arm (s) in any direction.*

Forward Reaching: Forward reaching is required to perform essential functions to the capacity indicated below.



135 to 180 Degrees - Not Required.

90 to 135 Degrees - Not Required.

45 to 90 Degrees - Occasionally to Frequently, 80 to 45 degrees.

Below 45 Degrees - Occasionally.

Abduction (side reaching): Not Required.

Horizontal Abduction (0-90 degrees)/Adduction (0-45 degrees): Up to Occasionally. Reaching away or across the body will occur when escorting or otherwise assisting student to enter/exit and while riding the bus. This includes securing/unfastening seat belts and accessing or storing student's personal items.

HANDLING: *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

Frequently. Handling occurs routinely while escorting or guiding student to enter or exit the bus, holding grab bars or seats to steady self or students, and to access personal items, etc. Whole hand use involves firm gripping, wrist mobility, and sense of touch. Writing using a pen occurs to document reportable incidents on date of occurrence, and to document weekly time sheet. Handling will occur during emergency situations, based on each situational need.

FINGERING: *Picking, pinching, touching, feeling or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.*

Occasionally. Fingering occurs to tie laces, button jackets, pick up small dropped items, to straighten and latch/unlatch seat belts, and similar routine tasks. Fingering will occur to utilize first aid techniques, as necessary.

TALKING: *Expressing or exchanging ideas by means of the spoken work.*

Speaking clearly and effectively using appropriate wording and language is critical to job performance for the understanding of the student, coordination of students on/off bus in an orderly and timely manner, and maintaining order and safety during transport. The Transportation Aide communicates with the Bus Driver to coordinate activities, and with each student to ensure a safe and pleasant experience. Speaking in a loud voice to be heard over bus and student noise is required to ensure safety of all riders. The Transportation Aide must establish and maintain a positive rapport with students, drivers, teachers and parents/guardians, and all encountered in the course of work.

HEARING: *Perceiving the nature of sounds by ear.*

Normal range hearing to distinguish conversational tones and sounds is required in order to communicate effectively. Some special needs students communicate in nonverbal manners, and the ability to hear sounds and utterances is necessary to understand an individual student's needs. The ability to distinguish normal student communications from abnormal or unusual is important to safety and to an appropriate response. School buses can be noisy with student chatter and playfulness, and the ability to hear above distracting background noise is important.

SEEING:

Normal, near normal, or corrected to vision is necessary for visual acuity for near (<20-inches), or far (>20-feet), field of vision, peripheral vision, and depth perception are especially important to assist special needs students on a school bus. The ability to scan all seated students and all areas of the bus during transport and to view immediate and surrounding areas while escorting in a safe manner is critical to the function of the position.

ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)

- ☒ Weather - **80% inside (bus) / 20% outside**
- ☐ Extreme Cold (non-weather related)/ Extreme Heat (non-weather related)
- ☒ Wet and/or Humid (non-weather related) - possible spills, wet surfaces
- ☒ Noise intensity level - potentially noisy, no hearing protection required
- ☒ Vibration (equipment/machinery) - movement, stop/starts of school bus
- ☒ Atmospheric Conditions - Potential unknown odors, dust, etc.
- ☐ Electrical Shock
- ☐ Work in High Exposed Places
- ☐ Radiation (i.e. X-ray)/Explosives/Toxic Chemicals
- ☐ Proximity to Moving Mechanical Parts
- ☒ Other Environmental Conditions -potential air or blood borne pathogens

PSYCHOLOGICAL FACTORS:

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions and the ability to do work requiring set limits, tolerances, or standards.*

100% of job functions require the ability to understand instructions in oral or written form, and to maintain attention and necessary concentration in order to monitor and ensure safety of students. Students with special needs will have specific instructions for managing and care, and these must be understood and applied. In general, safety standards and requirements for all school buses require oral communication with the Bus Driver, supervisor(s), and as appropriate school site personnel. Written materials pertaining to job functions that must be understood.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

Up to 100% of job functions performed are simple, routine, and repetitive. This includes routine loading/unloading, escorting and monitoring of students transported and involve remembering locations and work procedures and basic methods. Obtaining information about routes, general information regarding students, incident reports, etc. will be communicated with immediate staff. Importantly, the Transportation Aide must communicate effectively with the Bus Driver to ensure efficient and safe transporting of special needs student and any concerns involving current conditions, incidents that may occur before or during transport. This includes the ability to ask questions, request assistance, or provide general information.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform a consistent pace.*

100% of job functions require the ability to maintain a regular schedule, and to maintain physical and mental stamina for the duration of the work shift. This is critically important due to set pick up times, and school site schedules; as well as the safety of students. The Transportation Aide must maintain concentration and attentiveness in order to monitor and/or respond to special needs students and ensure their safety.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances and standards.*

75% of job functions involve assessing and analyzing a student's behavior or affect and ensuring special needs or requirements are adhered to or met. Some students utilize specialized medical equipment, or have physical manners or behaviors that require specific handling methods. The Transportation Aide is responsible, along with the Bus Driver, to ensure precise adherence to these matters and issues. The Transportation Aide monitoring and escorting students will usually have first contact with students during the transporting process, and must be able to assess and take proper actions and coordinate appropriate responses.

5. ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:

The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.

100% of the Transportation Aide's functions involve relating to special needs students and the Bus Driver. This requires the ability to respond appropriately and positively to requests for assistance or direction from the Bus Driver. It also involves getting along with students, and all persons with whom contact is made. Working with special need students who may be rowdy, or possess special communication or behavior issues requires special ability to negotiate, explain or persuade; and who may exhibit aggressive verbal or physical reactions. The Transportation Aide must be able to handle stressful and negative situations with tact and positive reinforcement to ensure the safe transport of all students under charge.

6. ABILITY TO INFLUENCE PEOPLE: *The ability to convince or direct other; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

Up to 100% of job functions involve providing specific direction to students where use of words must be used appropriately and effectively to achieve a desired outcome. In any situation, the Transportation Aide will encounter students or persons with variable socioeconomic, educational, cultural, and linguistic backgrounds, and must possess the ability to interact appropriately.

7. ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION: *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

100% of job functions performed by the Transportation Aide involve the ability to make generalizations, evaluations and decisions without immediate supervision while working with special needs students being transported. During transport, the Transportation Aide is solely responsible to monitor and assess the students and ensure their safety while the Bus Driver operates and drives the bus. Special needs students have unique physical, mental and behavioral characteristics that require understanding and proper specific methods of communication and assistance. The purpose of the position is to ensure safety, and to recognize potential hazards or harm and to take appropriate precautions.

8. ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING: *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct or supervise people; and the ability to respond appropriately to changes in the work conditions.*

10% overall of job functions involve accepting responsibility making independent directions or plans regarding the loading/unloading or escorting of special needs students. Most directions are pre-determined by District policy, or by professionals regarding specific methods working with special needs students generally, or specifics of an individual student. The Bus Driver has ultimate authority during the transporting process, and Supervisors have authority of establishing routes. However, the Transportation Aide must possess the capacity to respond appropriately to changes that occur during the scope of work performed at all times. This may involve changes to schedule, delays due to school events, medical conditions of students, traffic issues, and the overall environment posed by students riding the bus.