



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue ♦ Richmond, California 94801 ♦ (510) 231-1100

PLEASE POST AND ANNOUNCE!!

January 9, 2013

CLASSIFIED POSITION ANNOUNCEMENT
LOCAL I TRANSFER / PROMOTIONAL OPPORTUNITY BULLETIN

CLOSING DATE: January 24, 2013 by 4:30 pm

NO POSTINGS

CONTINUOUS JOB POSTINGS BELOW (OPEN UNTIL FILLED)

Job#	Classification	Salary/Range	Site	Hours/Month
13C03	Instructional Aide Bilingual (Spanish)	10-40	Murphy Elementary	2.5 Hours/11 Months
13C04	Instructional Assistant Special Ed.	10-43	Washington Elementary	3.5 Hours/11 Months
13C05	Typist Clerk I Bilingual	17-44	Bayview Elementary	3.5 Hours/11 Months
13C06	Typist Clerk I Bilingual	17-44	Downer Elementary	3.5 Hours/11 Months
13C07	School Community Worker Bilingual (Spanish)	13-53	Steger Elementary	3.75 Hours/11 Months
13C11	Classroom Support Aide	10-43	Grant Elementary	3.0 Hours/11 Months
13C14	Occupational Therapist	12-82	Special Education Dept.	7.5 Hours/11 Months
13C15	Instructional Assistant Special Ed.	10-43	Ohlone Elementary	3.5 Hours/11 Months
13C17	Classroom Support Aide	10-43	Lupine Hills Elementary	3.5 Hours/11 Months
13C18	Instructional Assistant Special Ed.	10-43	Hercules Middle/High	5.0 Hours/11 Months
13C19	Parent Liaison Worker	10-53	Peres Elementary	3.5 Hours/11 Months
13C20	Instructional Assistant Special Ed.	10-43	Richmond High	5.0 Hours/11 Months
13C21	Special Education Assistant	10-49	Cameron Elementary	3.5 Hours/11 Months
13C22	Graduate Tutor Bilingual (Spanish)	10-66	El Cerrito High	3.75 Hours/11 Months
13C23	Instructional Aide Bilingual (Spanish)	10-40	Helms Middle	5.0 Hours/11 Months
13C25	Classroom Support Aide	10-43	Peres Elementary	3.0 Hours/11 Months
13C26	Classroom Support Aide	10-43	Richmond High	6.0 Hours/11 Months
13C27	Typist Clerk I Bilingual	17-44	Lincoln Elementary	3.0 Hours/11 Months
13C28	Upper Division Tutor	10-43	Sheldon Elementary	2.5 Hours/11 Months
13C29	School Community Worker Bilingual (Spanish)	13-53	DeAnza High	7.0 Hours/11 Months

TESTING

To qualify for these opportunities you must meet the minimum requirements of the position and pass the appropriate employment test if required. If you meet the minimum requirements and need testing, you will be notified.

TESTING INFORMATION

Clerical/Secretarial
-Typing Test
-Written Test
-Computer Test

Thursday, January 24, 2013
2:30pm
Administration Building/ Computer Lab

Hiring Procedure:

1. The Bulletin will be on the job hotline, on the District web site, emailed to each site and sent to each site for posting in common areas.
2. The bulletin will include the job title, site hours per day, number of work months and shift if applicable. People who meet the minimum qualifications may apply for the position(s) in which they have interest. If a person has passed the appropriate test for a job classification, they need **not** retest. However, if the test has not been passed, interested employees must apply and if they meet minimum requirement they will be notified for testing. For more information regarding testing, contact Human Resources at (510) 231-1100 extension 23355.
3. The number of specific positions will be identified on the posting. The District may fill vacancies in the posted classification that exists at the time the posting closes.
4. Those meeting the minimum qualifications will be placed in the following order by seniority:
 - a. Laid off employees shall automatically be recalled;
 - b. If there are no laid off employees in the classification, then transfers of employees which is defined as: Office and Technical Unit is by salary range all other units are by job classification;
 - c. Promotions within the unit;
 - d. Voluntary demotions within the unit;
 - e. Promotions or demotions for WCCUSD permanent employees;
 - f. Local One substitutes;
 - g. All others including outside applicants.
5. Any special needs of the position will be listed on the posting.
6. The top four candidates, as per number 4(c) – 4(g) above, will be interviewed by the appropriate administrator, who shall make a selection amongst the four.
7. An employee on leave shall have the right to have his/her designee submit an application on his/her behalf.

If you are interested and wish to apply, please complete and submit the attached Transfer/Promotion Application form. **ADDITIONAL COPIES OF THE APPLICATION FORMS AND JOB DESCRIPTIONS CAN BE FOUND ON THE DISTRICT WEBSITE: www.wccusd.net and at the Human Resources Department.**

INSTRUCTIONAL ASSISTANT SPECIAL EDUCATION

DEFINITION:

Under supervision, to assist a teacher in carrying out the educational program by helping handicapped children; work may be performed with children individually or in small groups; and to do related work as required.

EXAMPLE OF DUTIES:

Assists the teacher in carrying out the educational program by helping children with their learning tasks; assists in preparing instructional materials; works individually with children needing assistance; assists in setting up visual aids; assists in distributing books and classroom materials; assists children in meeting instructional demands and classroom assignments; assists in supervising children during play and recreation.

QUALIFICATIONS:

Ability to:

Work well with handicapped children;

Cooperate with teacher and staff members;

Understand and follow written directions.

Experience:

Some experience in supervising or caring for children with physical or learning handicaps.

Education:

Sufficient to learn the duties and responsibilities of the position.

Effective February 1, 1986, any applicant for this position shall be notified at the job interview that the following duties and criteria may be applied with differential payment in accordance with the agreement dated November 26, 1985, applicable:

Criteria for Differential for Instructional Aide - Special Education:

An Instructional Aide - Special Education who performs any of the following duties has be paid a ten per cent (10%) differential:

Loading and unloading children upon arrival and departure from school, (wheelchair only);

Positioning or assisting in the positioning of students in wheeled equipment or chairs;

Transporting and/or escorting children in wheelchairs or walkers or related equipment;

With training and supervision, feeds and serves food to children, including those with special procedures;

Toileting students, including lifting, changing diapers, and personal hygiene. Does not perform any medically prescribed procedure, such as: crede process, catheterizing or changing colostomy bags, but may include cleaning, sterilizing, and maintaining adaptive equipment.

MB:hs

8/22/74

Classroom Support Aide

DEFINITION: Under general supervision, and direction of the teacher, will perform work of complex difficulty in providing specialized health care procedures and instructional support services in various general education, pre K-12 and adult, special education settings including but not limited to severely disabled, autistic, behavioral, full inclusion or assistive technology; and performs related work and attends related training as required.

EXAMPLES OF DUTIES: (The incumbent may or may not perform all the duties below):

- Assists the classroom teacher in reinforcing instruction with students in a group or individual basis assisting with specific instructional tasks and accommodating the special needs of individual students;
- Assist special needs students in learning or using special equipment of instructional media;
- Assist special needs students in the development and maintenance of appropriate social behaviors through the use of a variety of positive reinforcement techniques, activities and/or materials;
- Guides students and/or provides appropriate modeling in a variety of areas: physical development and fitness, communication, personal hygiene, academic learning, appropriate dress, vocational skills, and is often assigned to do more in-depth work in one of these areas;
- May administer medications according to physician orders with parent permission and under the supervision of the assigned school nurse;
- Assists lifting of students in and out of wheelchairs, braces, and other orthopedic equipment, assists in physically transferring/lifting students from and to their wheelchairs for busing, school, classroom and/or community activities;
- Encourage and assist special needs students in communicating and engaging in social activities such as field trips and extracurricular activities;
- Assists the teacher in establishing and maintaining a clean, safe, and cooperative classroom and learning environment;
- Supervise students in snack and lunch activities and outdoor/campus activities;
- Assist students with special needs in learning gross motor skills and teaching independent mobility;
- Support students of diverse levels and types of disabilities, gender, ethnic and cultural backgrounds;
- Maintains confidentiality of student records and classroom information in accordance with legal requirements and policies;
- Assists teachers in maintaining student records and assists in preparing instructional material;
- Actively engage students with outdoor play activities;
- May assist students with personal hygiene functions including toileting, diapering, eating, dressing and other self-help skills which involves frequent lifting;
- May attend to students' physical needs which may include, but are not limited to, gastronomy feeding tubes/buttons; catheterization; urinal, colostomy and ileostomy bags; diabetes testing, supervise diabetes management; change wound dressings; tracheotomy suctioning and care; nasal and oral suctioning;
- Maintain a positive, helpful, constructive attitude and working relationship with the classroom teacher, principal, site staff, district employees, students, parents and the general public in all situations;
- Participates with the classroom teacher or Special Ed Program Specialist on determining strategies on supporting a student based on Individual Education Plans (IEP's);
- Will be required to travel from location to location;
- Attend required training and job-related meetings;
- Perform related duties as assigned.

QUALIFICATIONS:

Training and Experience: A combination of training and experience equivalent to high school graduation and one year experience working with special needs students or adults. Successful completion of the Instructional Assistant Proficiency Examination (NCLB) and/or have a minimum of forty-eight (48) college semester units.

Knowledge of:

- The appropriate subject matter, program and special instructional or communication procedures;
- Correct English usage, spelling, grammar, punctuation and mathematics;
- Reading and writing communication skills;
- Interpersonal relations skills using tact, patience and courtesy;
- General classroom procedures, practices and equipment;
- General needs relative to students who are physically challenged and/or disabled;
- Techniques of learning reinforcement and behavior modification for students;
- First aid techniques;

Skill in:

- Applying special instructional or communication procedures;
- Following oral and written directions;
- Communicating clearly both orally and in writing;
- Recordkeeping and providing clerical support duties;
- Establishing and maintaining cooperative working relationships with school staff, students and parents;
- Reading, writing and arithmetic;
- Keeping school and student matters confidential;
- Understand and appropriately respond to the needs of disabled students and to possess a genuine liking for students;
- Using computers and associated software

Ability to:

- Perform the duties of the position with or without accommodation;
- Assist teachers and staff in meeting the educational and behavioral goals of students;
- Learn, apply and interpret rules, policies, regulations and procedures;
- Act calmly and appropriately in emergencies;
- Assist in feeding and toileting of students;
- Work cooperatively and communicate effectively with those contacted during the course of work

WORKING CONDITIONS:

Environment:

- Indoors within a specialized classroom environment; outdoor playground environment;
- While performing the duties of this job, constantly exposed to risk of trip and fall (over wheelchairs, walkers, IV stands, Hoyer lifts, crutches, etc.);
- Noise level in the work environment is usually moderate. Approximately 30 minutes each day maybe spent at bus loading area where noise is extremely shrill and loud.

Physical Demands:

- Dexterity of hands and fingers to operate standard office and classroom equipment;
- Hearing and speaking to exchange information;
- Sitting or standing for extended periods of time;
- Seeing to read a variety of materials and monitor student activities;
- Hearing and speaking to exchange information;

- Bending at the waist, twist, push, pull, climb, squat, crawl, kneeling or crouching to assist students;
- Pushing wheelchairs for special needs students;
- Ability to run;
- Lifting children in and out of wheel chairs as needed.
- Reaching overhead, above the shoulders and horizontally;
- Lift 50 lbs. to waist height

SALARY:

Schedule: 10

Salary Range: 43

- Plus a 10 % stipend for supporting students with personal hygiene such as toileting and diapering
- Plus a 13.4% stipend for supporting students with personal hygiene such as toileting and diapering and performing medical procedures.

Approved by the Human Resources Division: June 28, 2011

Approved by the Board of Education: June 28, 2011

SCHOOL COMMUNITY WORKER – Bilingual

DEFINITION:

The School Community Worker will be assigned to elementary schools and will work and be supervised by the principal. The District will provide district supervision and coordination. Assignment of all cases to the School Community Worker will be made through the principal.

EXAMPLES OF DUTIES:

Shall serve as the key liaison worker between the school and community; shall assist in the dissemination of information to the community and keep the community-at-large informed of the project progress; shall serve as an interpreter when the occasion arises and shall assist in the writing of school handouts in Spanish and English; shall attend in-service training sessions and workshops; shall work with the advisory committee; shall assist the project coordinator with community groups as needed; shall assist the project coordinator in tours of the project; shall actively work to involve parents to make school visits, volunteer as resource people and to share their cultural experiences in the classrooms.

QUALIFICATIONS:

Knowledge of:

Skills in interpersonal relations with students and the community;
Spanish usage, vocabulary, grammar.

Ability to:

Understand, speak, read, and write Spanish and English fluently;
Demonstrate a multicultural awareness and be committed to the welfare of all students;
Work cooperatively as a team member;
Understand and follow oral and written directions in both Spanish and English.

Experience:

Experience working in the Spanish speaking community as a paid worker or as a volunteer.

Education:

High school education or equivalent in training and experience.

Special Qualifications:

Must be 21 years old or over.

License:

Possession of a California Driver's License.

INSTRUCTIONAL AIDE – Bilingual

DEFINITION:

Under supervision, assist teachers in carrying out the daily instructional program by teaching/tutoring students, individually or in groups as directed, and to do related as required. The Instructional Aide will be assigned and supervised by the principal.

EXAMPLE OF DUTIES:

Elementary: Assists in preparing instructional materials, such as mixing of paints, getting art materials organized, securing and setting up visual aids, and distributing books and other materials; assists in caring for children on study trips; offers support and guidance to children who have difficulty in meeting the instructional demands and expectations of other children, including social adjustment. May help in decorating bulletin boards or classroom according to plan teacher has developed; works with children who need additional assistance, individually and in small groups, after teacher has given the initial presentation; assists in keeping order during the class session; oversees play and recreational activities as assigned. Will be trained to assist the project teacher in the instructional program and to assist in all classroom responsibilities. Shall attend in-service training sessions and workshops.

Secondary: Assists in preparing instructional materials, such as work sheets, tests, games etc.; research, translate and type instructional materials; secure and operate audio-visual equipment and aides; distribute books and other materials; assists in supervising students on study trips offers support and guidance to student who have difficulty in meeting instructional demand, peer expectations and in making social adjustments; works with students who need additional assistance, individually and in small groups, after teacher has given the initial presentation; assists in keeping order during the class session; oversees extra curricular activities as assigned; may help in decorating bulletin boards or classroom according to teacher instructions; will be trained to assist the project teacher in the instructional program and to assist in all classroom responsibilities; shall attend pre- and in-service training sessions and workshops.

QUALIFICATIONS:

Knowledge of:

Subject taught in the classes to which assigned;
Skills in interpersonal relations with students and the community;
English usage, vocabulary, grammar, and spelling;
Specified language usage, vocabulary, grammar, and spelling.

Ability to:

Understand, speak, read, and write the specified language and English fluently;
Develop a working knowledge of bilingual teaching techniques in the specified language and English;
Work cooperatively as a staff and team member;
Demonstrate a multicultural awareness and be committed to the welfare of all students;
Use skills in interpersonal relations with students and the community;
Be highly motivated to work on the bilingual project and to grow professionally by pursuing advanced degrees and certificates;
Understand and follow oral and written directions.

Experience:

Some experience in teaching or supervising students.

Education:

High School education or equivalent in training and experience.

TYPIST CLERK I - BILINGUAL
(Spanish/English)

DEFINITION:

Under supervision, to perform a variety of routine clerical work and typing in connection with such duties and assist with related project clerical work; and to do related work as required.

EXAMPLES OF DUTIES:

Does a variety of clerical work including typing, proofreading, filing, checking; serves as receptionist, answers the telephone and waits on the public, giving information on routine, procedural or directional questions; types from oral direction, rough draft, copy or notes, a wide variety of materials including records, letters tests, reports, memoranda, tables, lists, documents, etc.; cuts mimeograph stencils, and dittoes; operates adding machines and other office equipment; sorts and files documents, and records according to pre-determined classifications, maintaining alphabetical, index, and cross reference files; performs mathematical calculations; checks records, and papers for clerical and mathematical accuracy, completeness and for compliance with established standards or procedures; mails out letters, forms, and applications; receives, sorts, and distributes incoming and outgoing mail; makes appointments and runs errands; operates duplicating and mimeograph machines; may compose letters in Spanish and English; may operate a PBX switchboard on a relief basis.

QUALIFICATIONS:

Knowledge of:

Correct English usage, spelling, grammar, and punctuation;
Correct Spanish usage, spelling, grammar, and punctuation;
Must be bilingual and bicultural.

Ability to:

Translate English to Spanish and Spanish to English;
Speak English and Spanish fluently;
Become informed as to district policies and legal requirements;
Be sensitive to multicultural differences and lifestyles;
Type at a rate of 45 words per minute;
Learn to operate a mimeograph, duplicator, adding machine, and other office appliances;
Learn office rules, methods, and procedures;
Understand and carry out verbal and written instructions;
Perform routine clerical work with speed and accuracy;
Meet the public tactfully and courteously;
Demonstrate skills in interpersonal relations.

Experience:

None required.

Education:

High school education or equivalent in training and experience.

OCCUPATIONAL THERAPIST

DEFINITION:

Under direction, to plan and perform occupational therapy work, including sensory integration; to observe and report on the results of treatment; and to do related work is required.

DISTINGUISHING CHARACTERISTICS:

Positions in this classification are required to plan and administer occupational therapy treatments for school children under medical direction. To assist in developing, monitoring, and coordinating a district-wide program for sensory motor services.

EXAMPLES OF DUTIES:

Plans and performs occupational therapy treatments for school children in accordance with medical direction; teaches self-care activities with particular emphasis on sensory integration, sensory motor and daily living skills remediation; adapts games, crafts, and other related activities as therapeutic exercises; plans and supervises group activities; instructs school children and their families in the use of special equipment and of suitable activities for continuation of treatments at home; provides in-service training for school personnel; instructs and assists teachers, aides, and other school personnel in the implementation of related to sensory motor needs; provides assessment and on going evaluation; provides input to district-wide eligibility and planning team; consults and cooperates with educational personnel and community organizations in integrating programs for handicapped school children; observes patients' behavior and progress; makes required records and reports.

QUALIFICATIONS:

Knowledge of:

Arts, crafts, recreational and group activities useful in occupational therapy;
Neuromuscular development;
The theory of mental and physical rehabilitation;
Objectives of occupational therapy;
The physical and psychological problems of handicapped persons and their families;
The growth and development of children;
The fundamentals of self-care and other similar activities;

Ability to:

Explain and interpret occupational therapy;
Use special toys and equipment as therapeutic devices;
Deal effectively with handicapped students, their families and school personnel.

Education: Graduation from an accredited program in Occupational Therapy.

License: 1) Certificate of registration with the American Association Of Occupational Therapists.
2) Certification by the center for the Study Of Sensory-Integration Dysfunction.

PARENT LIAISON WORKER

DEFINITION:

Under direction, to initiate, plan, organize, and coordinate the parent involvement activities of the Consolidated Project; and to do related work as required.

JOB CHARACTERISTICS:

This position has the responsibility for coordinating the parent involvement activities of the District Advisory Council and the Special Projects Department. The incumbent will be supervised by the Special Projects Director and will work in coordination with the Chairperson of the District Advisory Council (DAC). Attendance at evening and day meetings, occasional weekend meetings and workshops, and visits to homes of parents are normal responsibilities of this position.

EXAMPLES OF DUTIES:

Assists the Director and staff of the Special Projects Department with involvement activities of the Consolidated Project; coordinates Special Projects Department sponsored parent training with the DAC; provides input into the evaluation of the Consolidated Project; attends meetings as required by the Project Director to discuss compensatory education business; locates, assembles, and disseminates compensatory education materials and information; assists in editing and publishing the compensatory education newsletter; assists the DAC in projects, plans and ideas for consideration and implementation; visits homes of parents of students receiving compensatory education as requested to discuss student and parent problems related to the Consolidated Project; assists in assessing and redefining goals, policies, and priorities of this position; assists in preparation of letters, memos, and other correspondence as needed in DAC business; assists parents, teachers, project administrators and community; coordinates and arranges meetings for the DAC, including the Executive Committee; assists the DAC chairperson in preparing DAC minutes and correspondence, maintaining DAC records and files, and managing the DAC central services revolving fund; coordinates and arranges for training of DAC members; works with principals of project schools in the establishment and support of school advisory committees.

QUALIFICATIONS:

Knowledge of:

Federal, State, and Local laws, regulations and policies governing the various federal and state compensatory education programs, namely the Title I, SB 90/EDY, ECE, Preschool, and Bilingual programs.

Ability to:

Establish and maintain cooperative working relationships with students, parents, teachers, and administrators;

Write and speak effectively;

Plan, organize, and coordinate work;

Understand and follow oral and written directions.

Experience:

Three (3) years of experience in planning and coordinating low-income community service programs.

Education: Graduation from high school.

Substitution:

College education may be substituted for the required experience on a year-for-year basis.

Maximum substitution: two (2) years.

License: Possession of a valid California Driver's License to operate a motor vehicle.

TUTOR

DEFINITION

Under general supervision of the school principal, works with individuals and small groups of students in order to provide tutorial assistance in specific academic skill areas.

EXAMPLES OF DUTIES

May work directly or indirectly with certificated personnel to assist individuals and small groups of students with identified needs in the academic subject areas of English, Reading, Math, Science, Foreign Language, Library Work or Specialized Learning Activities.

QUALIFICATIONS

Lower Division Tutor:	Must be a lower division college student or have completed fewer than 60 units of college work, preferably with a minimum of six semester units in the core subject area to be tutored;
Upper Division Tutor:	Is an upper division college student or has completed at least 60 units but fewer than 120 units of college work, preferably with a minimum of six semester units in the core subject area to be tutored;
Grad Division Tutor:	Is a graduate student or has received a BA preferably with a minimum of nine semester units in the core subject area to be tutored.

ABILITY TO

Work independently under the general direction of certificated/administrative personnel.

Work well with students in individual or small group settings

Work cooperatively with certificated personnel and parents.

Understand and follow oral and written directions.

EXPERIENCE

Some experience in working with students or children is preferable. Background experience in the subject area to be tutored must be sufficient to provide the tutor with the necessary skills to tutor individuals and small groups.

NCLB Required.

SPECIAL EDUCATION ASSISTANT

DEFINITION:

Under supervision, to assist a teacher in carrying out an educational program to meet the special needs of severely disabled students in a variety of settings.

EXAMPLE OF DUTIES:

Loads and unloads children arriving or leaving school; positions and repositions children in wheeled equipment or in chairs during school hours; assists in positioning all medical equipment, such as hand braces, food braces, leg braces, and head gear; performs medically prescribed procedures, such as: crede process; catheterizing; or changing colostomy bags; assists children with washing, toilet, and other personal care; feeds and serves food to children; assists teachers in inventory, storage, and handling of instructional materials and equipment; assists teachers in the instructional program, and in lunchroom and playground supervision; assists in keeping facilities neat, clean, and safe.

QUALIFICATIONS:

Ability to:

- Learn the requirements for the care of the handicapped;
- Work with children who have special needs;
- Lift and move children;
- Understand and follow oral and written directions.
- Cooperate with teachers and other staff members;
- Learn CPR and safe lifting techniques.

Experience:

Six (6) months of experience working with individuals with severe disabilities.

Education:

High school education or the equivalent in training and experience.

MB

4/26/94

Range 49