



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

1108 Bissell Avenue ♦ Richmond, California 94801 ♦ (510) 231-1100

www.wccusd.net

PLEASE POST AND ANNOUNCE!!

November 27, 2013

CLASSIFIED POSITION ANNOUNCEMENT

LOCAL I EMPLOYEE TRANSFER / PROMOTIONAL OPPORTUNITY BULLETIN

CLOSING DATE: December 16, 2013 by 4:30 pm

NO POSTINGS

CONTINUOUS JOB POSTING BELOW (OPEN UNTIL FILLED)

Job#	Classification	Salary/Range	Site	Hours/Month
14C01	Interpreter Deaf and Hard of Hearing	10-63	Transition	6.0 Hours/11 Months
14C05	Instructional Aide Bilingual	10-40	Wilson Elementary	3.0 Hours/11 Months
14C07	Classroom Support Aide	10-43	Lincoln Elementary	4.0 Hours/11 Months
14C09	Instructional Assistant Special Ed.	10-43	DeAnza High	5.25 Hours/11 Months
14C10	Instructional Assistant Special Ed.	10-43	Pinole Valley High	5.0 Hours/11 Months
14C12	Typist Clerk I	17-43	Tara Hills Elementary	3.5 Hours/11 Months
14C14	Special Ed. Assistant (SMILE)	10-54	Sheldon Elementary	3.0 Hours/11 Months
14C16	Typist Clerk I Bilingual	17-44	Dover Elementary	3.5 Hours/11 Months
14C17	Instructional Assistant Special Ed. Bil.	10-44	Richmond High	5.0 Hours/11 Months
14C18	Classroom Support Aide	10-43	Peres Elementary	3.5 Hours/11 Months

If any ADA accommodations are required for testing or interviewing, please contact Lori Walker at (510) 231-1180

TESTING

To qualify for these opportunities you must meet the minimum requirements of the position and pass the appropriate employment test if required. All testing must be completed by the closing date of this bulletin. If you meet the minimum requirements and need testing, contact Human Resources to schedule an appointment.

TESTING INFORMATION ON NEXT PAGE

TESTING BY APPOINTMENT ONLY

Clerical/Secretarial

-Typing Test

-Written Test

-Computer Test

Thursday, December 12, 2013, 2:30 p.m.

Administration Building/ Computer Lab

Current Employees please call Debbie Sellers at (510) 231 – 1100, ext. 23355 to schedule an appointment (NO DROP-INS). Outside applicants will be invited to testing if they meet minimum qualifications.

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.**

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

Interpreter for the Deaf and Hard of Hearing

PRIMARY FUNCTIONS:

The educational interpreter's primary responsibility is to function under the direction of the classroom teacher as the classroom interpreter in the public school. The educational interpreter will provide interpreting/transliterating services to facilitate communication for hearing-impaired students, their hearing peers, the classroom teacher, and other personnel, and to do other related work as required.

MAJOR DUTIES AND RESPONSIBILITIES:

Under the direct supervision of the site administrator, assists the classroom teacher in carrying out the educational program by helping deaf students with their learning tasks; performs interpreting services individually or in a group setting; assists deaf students in meeting instructional demands and classroom assignments.

QUALIFICATIONS:

Knowledge of:

- Subject matter (English usage, vocabulary, grammar, spelling; Language of signs and finger spelling-receptively and expressively)

Ability to:

- Translate spoken English into an acceptable form of signed English; Translate sign language into spoken English
- Demonstrate professionalism in all areas

EDUCATION AND EXPERIENCE:

- Must meet current requirements of No Child Left Behind through one of the following:
 - A). Completed at least 2 years (48 units) of study at an institution of higher education;
 - B). Obtained an associate's (or higher) degree; or
 - C). Successfully passed District's NCLB TEST
- Meet the State of California Educational Interpreter Regulations; must be certified by the national RID, or equivalent; in lieu of RID certification or equivalent, an educational interpreter must have achieved a score of 4.0 or above on the EIPA, the ESSE-I/R, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliteration shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech.
- Possess at least 6 months experience providing interpreting services to hearing impaired
- Possession of a valid I.D. or Driver's License

SALARY:

Schedule: 5

The salary will gradually increase over a three year period, from range 55 to 63 as follows:

Effective January 1, 2007

Range: will be from 55 to 57

Effective January 1, 2008

Range: will be from 57 to 60

Effective January 1, 2009

Range: will be from 60 to 63

Approved by the Human Resources Division

Approved by the Board of Education **JUNE 20, 2007.**

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 been 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

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.

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, foot 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

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.

TYPIST CLERK I

DEFINITION:

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

EXAMPLES OF DUTIES:

Does a variety of clerical work including typing, proofreading, filing, checking, recording information on records; answers the telephone and waits on a public counter giving information on routine, procedural or directional questions; types from oral direction, rough draft, copy or notes, a wide variety of materials including records, tests, reports, memoranda, tables, lists, documents, etc.; cuts mimeograph stencils; operates adding machines and other office appliances; 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; acts as receptionist; assists in making out forms; makes appointments and runs errands; may operate a PBX switchboard on a relief basis.

QUALIFICATIONS:

Knowledge:

Correct English usage, spelling, grammar, and punctuation.

Ability to:

Perform routine clerical work with speed and accuracy;

Make simple mathematical calculations;

Understand and carry out verbal and written instructions;

Meet the public tactfully and courteously;

Type at a speed of 45 words per minute;

Learn to operate a mimeograph, duplicator, adding machine, and other office appliances;

Learn office rules, methods, and procedures.

Experience:

None

Education:

High school education or equivalent in training and experience.

JJD:elw

8/22/74