**IMPORTANT!!!**

**Please dispose**

**of any previous forms you received for last year’s program. The attached documents have been revised for this year and old forms will not be accepted.**

**Use only those marked 2023-24**

**RESIG POST OFFER/PRE-PLACEMENT PROGRAM**

**KAISER APPLICANT REFERRAL FORM**

**2023-24**

**This form is to be filled out by the District and sent with Applicant to appointment**

Name of Applicant: Date**:**

Applicant’s Address: Kaiser MR# Applicant’s Home Phone: Work Phone:

SS#: (last 4 digits only) Date of Birth District: Appointment Date:

Name of person making appointment: Phone Number:

Fax Number:

**This applicant has been offered a position as:**

**** **Bus Driver ** **Van Driver ** **Custodian ** **Grounds Worker**

|  |  |  |  |
| --- | --- | --- | --- |
| ****     | **Maintenance Worker**  **Food Service Worker Special Ed. Assistant** | **** **Warehouse Worker**  **** **Special Day Class Teacher** | |
| Full time: / | | Part Time: / | Substitute: / |
| Hours Days | | Hrs/day # of days | Hrs/day # of days |

**PROVIDER LOCATIONS (Circle One)**

**KAISER-Petaluma KAISER – Santa Rosa**

3900 Lakeville Hwy, Bldg. 2 3975 Old Redwood Highway

Petaluma, CA 94952 Bldg. 5, Suite 152

(707) 765-3595 Santa Rosa, CA 95401

(707) 765-3808 Fax (707) 566-5550

(707)566-5536 Fax

**KAISER-San Rafael**

99 Montecillo Road, Bldg.2 Bldg. 2, First Floor

San Rafael, CA 94928

(415) 444-2900

(415) 444-2899 Fax

**RESIG POST OFFER/PRE-PLACEMENT APPLICANT REFERRAL FORM**

**2023-24**

**This form is to be filled out by the District and sent with Applicant to appointment**

Name of Applicant: Date**:**

District: Appointment Date: Name of person making appointment: Phone Number:

Email: Fax Number:

**This applicant has been offered a position as:**

**** **Bus Driver ** **Van Driver ** **Custodian ** **Grounds Worker**

|  |  |  |
| --- | --- | --- |
| **** | **Maintenance Worker** | **** **Warehouse Worker** |
|  | **Food Service Worker** | **** **Special Day Class Teacher** |
|  | **Special Ed. Assistant** |  |

|  |  |  |
| --- | --- | --- |
| Full time: / | Part Time: / | Substitute: / |
| Hours Days | Hrs/day # of days | Hrs/day # of days |

**PROVIDER LOCATIONS (Circle One)**

**SONOMA Concentra – Rohnert Park**

SONOMA VALLEY HOSPITAL 6174 State Farm Drive

Occupational Health Dept. Rohnert Park, CA 94928

347 Andrieux Street (707) 586-4320

Sonoma CA 95476

(707) 935-5470

(707) 935-5461 Fax

**SANTA ROSA Urgent Care + TeleHealth**

SANTA ROSA SPORTS MEDICINE 446 W. Napa Street

1255 N Dutton Avenue Sonoma, Ca 95476

Santa Rosa, CA 95401 (707) 940-1001

(707) 546-9400, ext. 1 - Appointments

(707) 546-9464 Fax

**RESIG POST OFFER/PRE-PLACEMENT PROGRAM 2023-24 DISTRICT FOLLOW-UP FORM**

**THIS FORM IS TO BE COMPLETED BY THE DISTRICT**

NAME OF APPLICANT**:** DATE**:**

DISTRICT: Appointment Date: This applicant has been offered a position as:

 BUS DRIVER  VAN DRIVER CUSTODIAN  GROUNDS WORKER

 MAINTENANCE WORKER WAREHOUSE WORKER FOOD SERVICE WORKER

 SPECIAL DAY CLASS TEACHER  SPECIAL EDUCATION ASSISTANT

Full time: / Part Time: / Substitute: / Hours Days Hrs/day # of days Hrs/day # of days

1.  **FIT FOR THIS POSITION** 3. **UNFIT AT THIS TIME 5.**  **DISQUALIFIED**
2.  **FIT WITH LIMITATIONS** 4. **UNFIT 6.**  **UNABLE TO DETERMINE**

Comments:

Was this person **hired** for the position for which they applied? YES NO

SIGNED: DATE:

District Representative

**RETURN THIS FORM TO RESIG UPON COMPLETION OF THE SCREENING PROCESS (Fax: 836- 8374**

**RESIG POST OFFER/PRE-PLACEMENT PROGRAM**

**2023-2024 DISTRICT FOLLOW-UP FORM**

**THIS FORM IS TO BE COMPLETED BY THE DISTRICT**

NAME OF APPLICANT**:** DATE**:**

DISTRICT: Appointment Date: This applicant has been offered a position as:

 BUS DRIVER  VAN DRIVER CUSTODIAN  GROUNDS WORKER

 MAINTENANCE WORKER WAREHOUSE WORKER FOOD SERVICE WORKER

 SPECIAL DAY CLASS TEACHER  SPECIAL EDUCATION ASSISTANT

Full time: / Part Time: / Substitute: /

Hours Days Hrs/day # of days Hrs/day # of days

1.  **FIT FOR THIS POSITION** 3. **UNFIT AT THIS TIME 5.**  **DISQUALIFIED**
2.  **FIT WITH LIMITATIONS** 4. **UNFIT 6.**  **UNABLE TO DETERMINE**

Comments: Was this person **hired** for the position for which they applied? YES NO

SIGNED: DATE:

District Representative

**RETURN THIS FORM TO RESIG UPON COMPLETION OF THE SCREENING PROCESS (Fax: 836-8374)**

*Date:*

*Name Address*

Dear *applicant:*

This letter is to inform you that you have been found medically fit, **with limitations**, to work for the (*Name of School District*) as a (*Job Title*), conditional on the following restrictions and compliance: **You are not, at any time during your employ with the District**, to (*list any specific restrictions that were provided in the summary report from POPP medical provider*).

It is imperative that you comply with these medical restrictions; your continued employment with the District will be contingent upon your accepting the personal responsibility for, and compliance with, these specific limitations. I sincerely hope that you will do your part as a responsible employee by strictly adhering to the above conditions.

The following District personnel will receive copies of this letter describing your conditional employment: (*employee supervisor if applicable*). A copy will also be placed in your personnel file.

I congratulate you on your being selected for the (*Job Title*) and wish you a long and successful career in the (*Name of School District*).

Sincerely,

(*District Administrator) (Name of School District*)

I acknowledge receipt of this letter and agree to its terms and conditions:

Applicants Signature Date:



**RESIG POST OFFER /PRE-PLACEMENT PROGRAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Custodian** | **Department:** | Maintenance |
| **District:** | Sonoma County Schools | | |
|  |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 8 hours |
| **Overtime:** | Occasionally | **Hours Per Week** | 40 hours |

**General Job Summary**

Under supervision of Head Custodian performs a variety of custodial work and general cleaning in assigned district buildings. Performs other duties as assigned.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision |
| **Supervision Received:** | Employee receives direct supervision from Head Custodian |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Cleans and maintains floors by sweeping, scrubbing, waxing, and polishing as needed. Vacuums carpets. Shampoos and spot clean carpets. |
| Daily | Washes, cleans and dusts windows, mirrors, railings, walls, furniture, tables, benches, woodwork, lockers, and other equipment as needed. |
| Daily | Empties waste containers and transports to dumping area by hand truck. |
| Daily | Washes, scrubs, and disinfects rest rooms. |
| Daily | Replaces light bulbs. Reports damaged buildings, broken equipment, and any safety/fire hazards to ensure the safety of students and staff. |
| Daily | Moves and rearranges desks, chairs, tables, furniture and other equipment as needed. |
| Daily | Sets up for and performs maintenance at special events such as sporting events and weekend events. |
| Daily | Locks and unlocks doors, windows, and gates at assigned facilities. Sets alarms. |
| Daily | Reports to supervisor when lights outside of the school are non-operation, adjusts light timers as needed. |
| Daily | Sweeps and picks up trash and debris from black top and other assigned areas. |
| Daily | During school vacation periods, participates in the thorough cleaning and restoration of schools and district buildings. |
| Daily | Performs minor grounds keeping work such as; raking and blowing leaves and watering lawns |
| Daily | Performs other duties as designated in job description. |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | High school equivalent |
| **Experience:** | Preferred custodial experience |
| **License/Certification** | CA driver’s license, must pass background check |

**Knowledge**

* **Customer and Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Public Safety and Security** – Knowledge of relevant equipment, policies, procedures and strategies to promote effective local, state, or national security operations for the protection of people, data, property and institutions.

**Skills**

* **Active Learning** - Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** - Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** - Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** - Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Equipment Maintenance** - Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
* **Equipment Selection** - Determining the kind of tools and equipment needed to do a job.
* **Operation, Monitoring and Control** - Watching gauges, dials, or other indicators to make sure a machine is working properly; controlling operations of equipment or systems.
* **Repairing** - Repairing machines or systems using the needed tools.
* **Service Orientation** - Actively looking for ways to help people.
* **Time Management** - Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** - The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** - The ability to apply general rules to specific problems to produce answers that make sense.
* **Information Ordering** - The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g. patterns of numbers, letters, words, pictures, mathematical operations).
* **Time Sharing** - The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Cleaning supplies, phone, spray bottles, loose supplies, trash cans, debris | 1-6’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Trash bags, tables, furniture | 1-5’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Desks, tables, furniture | 1-5’ | Y |  |
| 51 – 75 lbs |  |  | X |  |  | With assistance |  |  |  |
| 76 – 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Over 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Heaviest Item Lifted | | X |  |  |  | Furniture with assistance | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Cleaning supplies, phone, spray bottles, loose supplies, trash, debris | 1-100’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Trash bags, tables, furniture | 1-100’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Desks, tables, furniture | 1-50’ | Y |  |
| 51 – 75 lbs |  |  | X |  |  | With assistance | 1-50’ | Y |  |
| 76 – 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Over 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Furniture with assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  | X |  |  |  | Office chair, vehicle seat | Operating vehicle, planning daily assignments |
| Walking |  |  |  | X |  | Carpet, linoleum/tile, concrete, outdoor terrain, asphalt | Transporting materials, gathering tools/supplies, general cleaning, performing floor care |
| Standing |  |  | X |  |  | Carpet, linoleum/tile, concrete, outdoor terrain, asphalt | Accessing supplies, performing general cleaning |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Bending (Neck) |  |  | X | |  | Observing work, cleaning floors, performing general cleaning |
| Bending (Waist) |  |  |  | X |  | Reaching low drawers/shelves, accessing items near floor/ground |
| Twisting (Neck) |  |  |  |  | X | Observing surroundings, operating vehicles/equipment |
| Twisting (Waist) |  |  |  |  | X | Accessing supplies/materials, performing general cleaning |
| Squatting |  |  | X |  |  | As alternative to bending |
| Climbing |  |  | X |  |  | Stepstool, ladder |
| Kneeling |  |  | X |  |  | Obtaining dropped items, working near floor/ground |
| Crawling |  | X |  |  |  | Obtaining dropped items, working near floor/ground |
| Pushing/Pulling (Dominant hand) |  |  |  |  | X | Drawers/doors, cart |
| Pushing Pulling (Non-Dominant hand) |  |  |  |  | X | Drawers/doors, cart |
| Reaching – Above Shoulder Level |  |  | X |  |  | Accessing items on upper shelves, changing light bulbs, performing general cleaning. |
| Reaching – Below Shoulder Level |  |  |  |  | X | Performing general cleaning, accessing supplies |
| Balancing |  |  | X |  |  | Ladder, step stool |
| Coordination (Eye, Hand, Foot) |  |  | X |  |  | Operating vehicles |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  |  | X |  | Performing general cleaning, accessing supplies |
| Simple Grasping (Dominant Hand) |  |  |  | X |  | Performing floor care, general cleaning |
| Simple Grasping (Non-Dominant Hand) |  |  |  | X |  | Performing floor care, general cleaning |
| Power Grasping (Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects and furniture |
| Power Grasping (Non-Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects and furniture |
| Fine Manipulation (Dominant Hand) |  |  | X |  |  | Dialing phone, operating spray bottle, using small tools, equipment control |
| Fine Manipulation (Non-Dominant Hand) |  |  | X |  |  | Dialing phone, operating spray bottle, using small tools, equipment control |
| Hand and Arm Twisting/Turning |  |  |  | X |  | Mopping, vacuuming, cleaning |
| Computer Operations/Writing |  | X |  |  |  |  |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, trucks, forklifts and other equipment |  |  | Company vehicle, tractor, lifts |
| Working around equipment and machinery |  |  | Power tools, tractor, lifts |
| Walking on uneven ground |  |  | Ramps, outdoor locations |
| Exposure to excessive noise |  |  | Power tools, machinery/equipment |
| Exposure to extremes in temperature, humidity, wetness |  |  | Outdoor conditions, refrigeration, freezer |
| Exposure to dust, gas, fumes, or chemicals |  |  | Dust, primer, solvents |
| Working at heights |  |  | Ladder, scaffold, roof tops |
| Operation of foot controls or repetitive foot movement |  |  | Driving |
| Use of special visual or auditory protective equipment |  |  | Gloves, safety glasses |
| Working with biohazards |  |  | Waste products |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Operating hand/power tools, observing work |
| Seeing far (observing) |  |  | Monitoring work area, operating vehicles |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area, operating vehicles |
| Seeing colors |  |  | Electrical wiring |
| Speaking |  |  | Communicating with co-workers |
| Hearing Speech |  |  | Communicating with co-workers |
| Hearing mechanical sounds |  |  | Operating power tools |
| Sensing odors |  |  | Inspections |
| Sensing touch |  |  | Inspections |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Vehicle, Golf Carts |
| Equipment | Blower, auto scrubber, carpet cleaner, vacuum |
| Tools | Screwdriver, hammer, drill, cleaning equipment |
| Other Work Aids | Aerial lifts, TBD by district |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | *  |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**RESIG POST OFFER /PRE-PLACEMENT PROGRAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Food Service Worker** | **Department:** | Food Service |
| **DISTRICT:** | Sonoma County Schools | | |
|  |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 8 hours |
| **Overtime:** | Occasionally | **Hours Per Week** | 40 hours |

**General Job Summary**

Prepares and serves meals to students participating in districts food service program. Ensures cleanliness of assigned areas.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision |
| **Supervision Received:** | Employee receives direct supervision from Food Service Supervisor |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Heats and serves breakfast and lunches to students participating in food service program. |
| Daily | Orders and ensures readiness of sack lunches in preparation of field trips and minimum days. |
| Daily | Ensures cleanliness of serving areas by wiping down tables/counter space, cleaning, putting away supplies, service materials, and wiping down food service areas. |
| Daily | Monitors students in food and serving areas. |
| Daily | Prepares serving area by pulling out tables. |
| Daily | Checks in students and ensures meals are received. |
| Daily | Performs other duties as assigned. |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | High school equivalent |
| **Experience:** | Preferred experience in food service/production |
| **License/Certification** | CA driver’s license, must pass background check |

**Knowledge**

* **Clerical** – Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Customer and Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Food Prep** – Methods of preparing, mixing, cooking, baking, and serving food in large quantities.
* **Food Handling** – Food handling techniques and kitchen sanitation; methods of cleaning food service areas.
* **Maintaining Food Service Areas** – methods of cleaning and maintaining food service areas, utensils and equipment.
* **English Language** – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
* **Mathematics** – Knowledge of arithmetic, statistics, and their applications.

**Skills**

* **Active Learning** - Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** - Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** - Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** - Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Critical Thinking** – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions conclusions or approaches to problems.
* **Equipment Selection** - Determining the kind of tools and equipment needed to do a job.
* **Instructing** – Teaching others how to do something; selecting, using training methods and procedures appropriate for the situation when teaching.
* **Mathematics** – Using mathematics to solve problems.
* **Quality Control Analysis** – Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
* **Service Orientation** - Actively looking for ways to help people.
* **Social Perceptiveness** – Being aware of others’ reactions and understanding why they react as they do.
* **Time Management** - Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** - The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** - The ability to apply general rules to specific problems to produce answers that make sense.
* **Information Ordering** - The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g. patterns of numbers, letters, words, pictures, mathematical operations).
* **Selection Attention** – The ability to concentrate on a task over a period of time without being distracted.
* **Time Sharing** - The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Trays, utensils, pans, food products, bowls, loose supplies | 1-6’ | Y |  |
| 11 – 25 lbs |  |  |  | X |  | Boxed food products, trays of food, box of fruit | 1-5’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  |  | 1-5’ | Y |  |
| 51 – 75 lbs |  | X |  |  |  | With assistance |  |  |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Lifted | | X |  |  |  | Boxes of fruit, cases of milk or food with assistance | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  |  | 1-100’ | Y |  |
| 11 – 25 lbs |  |  |  | X |  |  | 1-50’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  |  |  | Y |  |
| 51 – 75 lbs |  | X |  |  |  | With assistance |  | Y |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Boxes of fruit, cases of milk or food with assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  | X |  |  |  | Vehicle seat, office chair, | Paperwork, monitoring food service areas |
| Walking |  |  |  |  | X | Linoleum, tile, concrete, carpet | Gathering food products and supplies, transporting food and supplies, cleaning  assigned work area. |
| Standing |  |  |  |  | X | Carpet, linoleum, tile and concrete | Preparing food items, serving food items |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Bending (Neck) |  |  |  | X | X | Observing work, documents, prepping food items |
| Bending (Waist) |  |  |  | X |  | Reaching low drawers and shelves |
| Twisting (Neck) |  |  |  | X |  | Observing and monitoring surroundings |
| Twisting (Waist) |  |  |  | X |  | Accessing supplies and food products |
| Squatting |  |  | X |  |  | As an alternate to bending |
| Climbing |  |  | X |  |  | Stepstools and ladders |
| Kneeling |  |  | X |  |  |  |
| Crawling |  | X |  |  |  |  |
| Pushing/Pulling (Dominant hand) |  |  |  | X |  | Drawers, doors and cart |
| Pushing Pulling (Non-Dominant hand) |  |  |  | X |  | Drawers, doors and cart |
| Reaching – Above Shoulder Level |  |  |  | X |  | Accessing items on upper shelves |
| Reaching – Below Shoulder Level |  |  |  | X |  | Prepping and serving food items, accessing supplies and equipment, maintaining and cleaning area and equipment |
| Balancing |  |  |  | X |  | Stepstools and ladders |
| Coordination (Eye, Hand, Foot) |  |  |  | X |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  |  |  | X | Writing, prepping and serving food items, cleaning, maintaining work area and equipment. |
| Simple Grasping (Dominant Hand) |  |  |  | X |  | Transporting and positioning objects, prepping foods, accessing supplies, using small utensils. |
| Simple Grasping (Non-Dominant Hand) |  |  |  | X |  | Transporting and positioning objects, prepping foods, accessing supplies, using small utensils. |
| Power Grasping (Dominant Hand) |  |  | X |  |  | Transporting and positioning heavier objects |
| Power Grasping (Non-Dominant Hand) |  |  | X |  |  | Transporting and positioning heavier objects |
| Fine Manipulation (Dominant Hand) |  |  | X |  |  | Handwriting, operating utensils and equipment |
| Fine Manipulation (Non-Dominant Hand) |  |  | X |  |  | Handwriting, operating utensils and equipment |
| Hand and Arm Twisting/Turning |  |  |  | X |  | Stirring food, serving food |
| Computer Operations/Writing |  |  | X |  |  | Food Service reports and documentation |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, vans and trucks delivering food |  |  |  |
| Working around equipment and machinery |  |  |  |
| Walking on uneven ground |  |  |  |
| Exposure to excessive noise |  |  |  |
| Exposure to extremes in temperature, humidity, wetness |  |  |  |
| Exposure to dust, gas, fumes or chemicals |  |  |  |
| Working at heights |  |  | Rarely, accessing food items from upper shelves |
| Use of special visual or auditory protective equipment |  |  | Goggles and PPE when cleaning |
| Working with biohazards |  |  | Sanitizers, detergents, cleaning agents |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Prepping and inspecting food products, maintaining work areas. |
| Seeing far (observing) |  |  | Monitoring work area |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area |
| Seeing colors |  |  | Viewing warning levels |
| Speaking |  |  | Communicating w/ co-workers and students |
| Hearing Speech |  |  | Communicating w/co-workers and students |
| Hearing mechanical sounds |  |  | Equipment processing and malfunctions |
| Sensing odors |  |  | Inspecting food products |
| Sensing touch |  |  | Temperature |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Computer, vehicles, forklifts, dollies |
| Equipment/Tools | Kitchen equipment, utensils, mixers, blenders, meat slicers |
| Other Work Aids | Ladder, step stools, dollies, tray racks |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | *  |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**POST OFFER /PRE-PLACEMENT PROGRAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Grounds Worker** | **Department:** | Maintenance |
| **District:** | Sonoma County Schools | | |
|  |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 8 hours |
| **Overtime:** | Occasionally | **Hours Per Week** | 40 hours |

**General Job Summary**

Performs a variety of maintenance functions at assigned district sites. Maintains lawns, sprinkler systems, foliage and pipes. Operates a variety of equipment. Performs related work as required.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision |
| **Supervision Received:** | Employee receives direct supervision from Supervisor |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Completes a variety of maintenance functions such as mowing lawns/fields, week whacking, edging, trimming bushes/trees, removal and planting of trees/bushes, and re-seeding grass areas as needed. |
| Daily | Checks and maintains sprinkler systems. Sets and adjusts sprinkler timers as needed. |
| Daily | Applies fertilizer at assigned district sites. |
| Daily | Maintains and properly stores all equipment and materials. |
| Daily | May be assigned to a variety of special projects as the need arises |
| Daily | Operates shovels and related digging equipment to access pipes, sprinklers, and other underground systems. |
| Daily | Builds, installs, and maintains flower boxes. |
| Daily | Operates a variety of tractors, vehicles, and equipment to perform assigned maintenance functions. |
| Daily | Installs and maintains water piping as needed. |
| Daily | Repairs and replaces pipes, valves, fittings and other fixtures as assigned. |
| Daily | Cleans out drains and obstructions in water and sewer system. |
| Daily | Performs a variety of other maintenance as assigned. |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | High school equivalent |
| **Experience:** | NA |
| **License/Certification** | CA driver’s license, must pass background check |

**Knowledge**

* **Clerical** - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Customer and Personal Service** — Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Design** - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
* **Engineering and Technology** - Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
* **Maintenance** – Knowledge of maintenance, general construction, use of tools/equipment.
* **Mathematics** - Knowledge of arithmetic, statistics, and their applications.
* **Mechanical** - Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

**Skills**

* **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
* **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Maintenance** — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
* **Construction** – Basic carpentry and construction skills.
* **Equipment Selection** — Determining the kind of tools and equipment needed to do a job.
* **Installation** — Installing equipment, machines, wiring, or programs to meet specifications.
* **Mathematics** — Using mathematics to solve problems.
* **Operation, Monitoring and Control** — Watching gauges, dials, or other indicators to make sure a machine is working properly; controlling operations of equipment or systems.
* **Repairing** — Repairing machines or systems using the needed tools.
* **Time Management** — Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
* **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Hand tools, loose supplies/materials, phone, keys, power tools | 1-6’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Power tools, materials, bushes, shovels, debris, piping, various materials. | 1-6’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Power tools, materials, weed whacker, piping, various materials | 1-6’ | Y |  |
| 51 – 75 lbs |  | X |  |  |  | With assistance | 1-5’ | Y |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Lifted | |  | X |  |  | Various materials with assistance | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Hand tools, loose supplies/materials, phone, keys, power tools | 1-100’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Power tools, materials, bushes, shovels, debris, piping, various materials | 1-100’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Power tools, materials, weed whacker, piping, various materials | 1-50’ | Y |  |
| 51 – 75 lbs |  | X |  |  |  | With assistance | 1-50’ | Y |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Carried | |  | X |  |  | Various materials with assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  |  | X |  |  | Vehicle seat, floor ground | Operating vehicle, working near floor/ground |
| Walking |  |  |  | X |  | Carpet, linoleum/tile, concrete, outdoor terrain, asphalt | Transporting materials, gathering tools/supplies, performing maintenance/repairs |
| Standing |  |  | X |  |  | Carpet, linoleum/tile, concrete, outdoor terrain, asphalt | Accessing materials/supplies/tools, operating hand and power tools, performing maintenance |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Bending (Neck) |  |  | X | |  | Observing work/documents, inspections, operating hand/power tools |
| Bending (Waist) |  |  |  |  | X | Reaching low drawers/shelves, working near floor/ground |
| Twisting (Neck) |  |  |  |  | X | Observing surroundings, operating vehicles/equipment |
| Twisting (Waist) |  |  |  |  | X | Accessing supplies/materials, performing maintenance |
| Squatting |  |  | X |  |  | As alternative to bending |
| Climbing |  |  | X |  |  | Stepstool, ladder |
| Kneeling |  |  | X |  |  | Obtaining dropped items, working near floor/ground |
| Crawling |  | X |  |  |  | Obtaining dropped items, working near floor/ground |
| Pushing/Pulling (Dominant hand) |  |  |  | X |  | Drawers/doors, cart, using hand/power tools, installing materials |
| Pushing Pulling (Non-Dominant hand) |  |  |  | X |  | Drawers/doors, cart, using hand/power tools, installing materials |
| Reaching – Above Shoulder Level |  |  | X |  |  | Accessing items on upper shelves |
| Reaching – Below Shoulder Level |  |  |  | X |  | Operating vehicle, performing maintenance/installations |
| Balancing |  |  | X |  |  | Ladder |
| Coordination (Eye, Hand, Foot) |  |  |  | X |  | Operating vehicles |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  |  | X |  | Operating hand/power tools, performing repairs/maintenance |
| Simple Grasping (Dominant Hand) |  |  |  | X |  | Transporting materials/supplies |
| Simple Grasping (Non-Dominant Hand) |  |  |  | X |  | Transporting materials/supplies |
| Power Grasping (Dominant Hand) |  |  |  | X |  | Transporting heavier materials/supplies, operating power tools, performing repairs/maintenance |
| Power Grasping (Non-Dominant Hand) |  |  |  | X |  | Transporting heavier materials/supplies, operating power tools, performing repairs/maintenance |
| Fine Manipulation (Dominant Hand) |  |  |  | X |  | Operating hand tools, operating equipment, performing installations |
| Fine Manipulation (Non-Dominant Hand) |  |  |  | X |  | Operating hand tools, operating equipment, performing installations |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, trucks, forklifts and other equipment |  |  | Company vehicle, tractor, lifts |
| Working around equipment and machinery |  |  | Power tools, tractor, lifts |
| Walking on uneven ground |  |  | Ramps, outdoor locations |
| Exposure to excessive noise |  |  | Power tools, machinery/equipment |
| Exposure to extremes in temperature, humidity, wetness |  |  | Outdoor conditions, refrigeration, freezer |
| Exposure to dust, gas, fumes, or chemicals |  |  | Dust, primer, solvents |
| Working at heights |  |  | Ladder, scaffold, roof tops |
| Operation of foot controls or repetitive foot movement |  |  | Driving |
| Use of special visual or auditory protective equipment |  |  | Gloves, safety glasses |
| Working with biohazards |  |  | Waste products |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Operating hand/power tools, observing work |
| Seeing far (observing) |  |  | Monitoring work area, operating vehicles |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area, operating vehicles |
| Seeing colors |  |  | Electrical wiring |
| Speaking |  |  | Communicating with co-workers |
| Hearing Speech |  |  | Communicating with co-workers |
| Hearing mechanical sounds |  |  | Operating power tools |
| Sensing odors |  |  | Inspections |
| Sensing touch |  |  | Inspections |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Lifts, tractor, vehicle, Golf Carts, driving mower, |
| Equipment | Phone, computer, mowers, weed whackers, clippers, |
| Tools | Screwdriver, hammer, saw, wrench, pliers, drills, compressor, variety of other hand/power tools as needed |
| Other Work Aids | TBD by district, lawn mowers, tractors, etc. |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | *  |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**POST OFFER /PRE-PLACEMENT PROGRAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Maintenance Technician** | **Department:** | Maintenance |
| **District:** | Sonoma County Schools | | |
|  |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 8 hours |
| **Overtime:** | Occasionally | **Hours Per Week** | 40 hours |

**General Job Summary**

Performs skilled carpentry, electrical, painting, and plumbing work. Performs repairs and new construction of district equipment and structures. Performs any related work as required.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision |
| **Supervision Received:** | Employee receives direct supervision from Maintenance Supervisor and Oversight from Lead Maintenance Technician |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Alters, repairs, and constructs a variety of structures including; additions, woodwork, partitions, counters, doors, window frames, sheds, fences, etc. |
| Daily | Lays and repairs floors as needed including hardwood, cork, asphalt tile, and other materials as needed. |
| Daily | Lays and repairs roof materials as needed. |
| Daily | Operates a variety of power tools and equipment including; sanders, planers, saws, drills, and hand tools to perform required maintenance. |
| Daily | Keeps records of maintenance performed. |
| Daily | Installs, maintains, and repairs motors, bells, clocks, lighting circuits, electrical control equipment, transformers, conduit and duct systems and any other type of electrical equipment as needed. |
| Daily | Checks circuits and assists in repair of refrigerating, heating, and ventilating equipment. |
| Daily | Uses roller, brush, or spray gun to apply; paint, varnish, shellac, enamel, lacquer, or other finishes as assigned. |
| Daily | Sand blasts, scrapes, sands, and fills surfaces in preparation for painting and maintenance. |
| Daily | Repairs, maintains, and installs blinds, drapes, and rods as needed. |
| Daily | Installs and maintains water piping as needed. |
| Daily | Repairs and replaces pipes, valves, fittings, and other fixtures as assigned. |
| Daily | Cleans out drains and obstructions in water and sewer systems. |
| Daily | Repairs, installs, and maintains fencing. |
| Daily | Performs a variety of other maintenance as assigned. |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | High school equivalent |
| **Experience:** | NA |
| **License/Certification** | CA driver’s license, must pass background check |

**Knowledge**

* **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Customer and Personal Service** — Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Design** — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
* **Engineering and Technology** — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
* **Mathematics** — Knowledge of arithmetic, statistics, and their applications.
* **Mechanical** — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

**Skills**

* **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
* **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Maintenance** — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
* **Equipment Selection** — Determining the kind of tools and equipment needed to do a job.
* **Installation** — Installing equipment, machines, wiring, or programs to meet specifications.
* **Mathematics** — Using mathematics to solve problems.
* **Operation, Monitoring and Control** — Watching gauges, dials, or other indicators to make sure a machine is working properly; controlling operations of equipment or systems.
* **Repairing** — Repairing machines or systems using the needed tools.
* **Time Management** — Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
* **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Hand tools, loose supplies/materials, phone, keys, power tools | 1-6’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Power tools, materials, lumber, piping, various materials | 1-6’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Power tools, materials, lumber, piping, various materials | 1-6’ | Y |  |
| 51 – 75 lbs |  |  | X |  |  | Buckets of paint/sand, lumber, materials, power tools | 1-5’ | Y |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Lifted | |  | X |  |  | Various lumber/materials with assistance | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Hand tools, loose supplies/materials, phone, keys, power tools | 1-100’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Power tools, materials, lumber, piping, various materials | 1-100’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Power tools, materials, lumber, piping, various materials | 1-50’ | Y |  |
| 51 – 75 lbs |  |  | X |  |  | Buckets of paint/sand, lumber, materials, power tools | 1-50’ | Y |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Carried | |  | X |  |  | Various lumber/materials with assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  | X |  |  |  | Vehicle seat, floor ground | Operating vehicle, working near floor/ground |
| Walking |  |  |  | X |  | Carpet, linoleum/tile, concrete, outdoor terrain, asphalt | Transporting materials, gathering tools/supplies, performing maintenance/repairs |
| Standing |  |  | X |  |  | Carpet, linoleum/tile, concrete, outdoor terrain, asphalt | Accessing materials/supplies/tools, operating hand and power tools, performing maintenance |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Bending (Neck) |  |  | X | |  | Observing work/documents, inspections, operating hand/power tools |
| Bending (Waist) |  |  |  | X |  | Reaching low drawers/shelves, working near floor/ground |
| Twisting (Neck) |  |  |  |  | X | Observing surroundings, operating vehicles/equipment |
| Twisting (Waist) |  |  |  |  | X | Accessing supplies/materials, performing maintenance |
| Squatting |  |  | X |  |  | As alternative to bending |
| Climbing |  |  | X |  |  | Stepstool, ladder |
| Kneeling |  |  | X |  |  | Obtaining dropped items, working near floor/ground |
| Crawling |  | X |  |  |  | Obtaining dropped items, working near floor/ground |
| Pushing/Pulling (Dominant hand) |  |  |  | X |  | Drawers/doors, cart, using hand/power tools, installing materials |
| Pushing Pulling (Non-Dominant hand) |  |  |  | X |  | Drawers/doors, cart, using hand/power tools, installing materials |
| Reaching – Above Shoulder Level |  |  | X |  |  | Accessing items on upper shelves |
| Reaching – Below Shoulder Level |  |  |  |  | X | Operating vehicle, performing maintenance/installations |
| Balancing |  |  |  | X |  | Ladder |
| Coordination (Eye, Hand, Foot) |  |  | X |  |  | Operating vehicles |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  |  | X |  | Operating hand/power tools, performing repairs/maintenance |
| Simple Grasping (Dominant Hand) |  |  |  | X |  | Transporting materials/supplies |
| Simple Grasping (Non-Dominant Hand) |  |  |  | X |  | Transporting materials/supplies |
| Power Grasping (Dominant Hand) |  |  |  | X |  | Transporting heavier materials/supplies, operating power tools, performing repairs/maintenance |
| Power Grasping (Non-Dominant Hand) |  |  |  | X |  | Transporting heavier materials/supplies, operating power tools, performing repairs/maintenance |
| Fine Manipulation (Dominant Hand) |  |  |  | X |  | Operating hand tools, operating equipment, performing installations |
| Fine Manipulation (Non-Dominant Hand) |  |  |  | X |  | Operating hand tools, operating equipment, performing installations |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, trucks, forklifts and other equipment |  |  | Company vehicle, tractor, lifts |
| Working around equipment and machinery |  |  | Power tools, tractor, lifts |
| Walking on uneven ground |  |  | Ramps, outdoor locations |
| Exposure to excessive noise |  |  | Power tools, machinery/equipment |
| Exposure to extremes in temperature, humidity, wetness |  |  | Outdoor conditions, refrigeration, freezer |
| Exposure to dust, gas, fumes, or chemicals |  |  | Dust, primer, solvents |
| Working at heights |  |  | Ladder, scaffold, roof tops |
| Operation of foot controls or repetitive foot movement |  |  | Driving |
| Use of special visual or auditory protective equipment |  |  | Gloves, safety glasses |
| Working with bio-hazards |  |  | Waste products |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Operating hand/power tools, observing work |
| Seeing far (observing) |  |  | Monitoring work area, operating vehicles |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area, operating vehicles |
| Seeing colors |  |  | Electrical wiring |
| Speaking |  |  | Communicating with co-workers |
| Hearing Speech |  |  | Communicating with co-workers |
| Hearing mechanical sounds |  |  | Operating power tools |
| Sensing odors |  |  | Inspections |
| Sensing touch |  |  | Inspections |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Lifts, tractor, vehicle, Golf Carts |
| Equipment | Phone, computer, scaffolds |
| Tools | Screwdriver, hammer, saw, wrench, pliers, drills, compressor, variety of other hand/power tools as needed |
| Other Work Aids | TBD by district |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | *  |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Supervise or manage others | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**POST OFFER/PRE-PLACEMENT PROGRAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Special Education Assistant** | **Department:** | Special Education |
| **District:** | Sonoma County Schools | | |
| **Address:** |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 8 hours |
| **Overtime:** | Rarely | **Hours Per Week** | 40 hours |

**General Job Summary**

Provides assistant to certified staff in the instruction, supervision and training of students with a variety of special education needs that can vary from mild to severe disability and health issues.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision |
| **Supervision Received:** | Employee receives oversight from special education teachers and direct supervision from Principal. |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Directly assists with student instructions including academics, vocational skills, motor skills, speaking and language skills and other areas as needed. |
| Daily | Provides teaching and education to students through lectures, classroom activities, group projects and other teaching methods as needed. |
| Daily | Maintains an effective learning environment through student supervision, class management, and student discipline. |
| Daily | Makes effective use of materials, media, audiovisual equipment, and other learning aides. |
| Daily | Ensures readiness of classroom for students by posting visual aids/instructional information, decorating room, and rearranging furniture as needed. |
| Daily | Accompanies students to general education classes as assigned and assists teachers/students as needed. |
| Daily | Performs a variety of clerical tasks including preparing materials, typing, making copies, gathering information and other clerical type duties as required. |
| Daily | Contributes relevant feedback/information on student progress through observation, interaction, and maintaining records. |
| Daily | Works with peers to communicate ideas and develop lesson plans and teaching methods |
| Daily | Attends and participates in staff meetings |
| Daily | Monitors and assists students using adaptive devices, electric wheelchairs, hearing aids, and other equipment as required. |
| Daily | Performs other duties as assigned |

|  |  |
| --- | --- |
| Daily |  |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | AA Degree or equivalent |
| **Experience:** | Based on applicants’ credentials |
| **License/Certification** | Must pass background check |

**Knowledge**

* **Clerical** - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Computers and Electronics** - Knowledge of computer hardware and software, including applications and programming.
* **Customer and Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Education and Training** - Knowledge of principals and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
* **Psychology -** Knowledge of human behavior and performance.
* **Math and Science** - Knowledge of basic math and science.
* **English Language** - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Skills**

* **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Complex Problem Solving** – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
* **Computer Programming** – Writing and modifying computer programs for various purposes.
* **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Maintenance** – Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
* **Quality Control Analysis** — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
* **Service Orientation** — Actively looking for ways to help people.
* **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
* **Technology Design** — Generating or adapting equipment, systems and/or technology to serve user needs.
* **Troubleshooting** – Determining causes of operating errors and deciding what to do about it.

**Abilities**

* **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
* **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Phone, school supplies, papers, ream of paper, books | 1-6’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Tables, chairs, lifting of children as needed |  |  |  |
| 26 – 50 lbs |  |  | X |  |  | Tables, chairs, lifting of children as needed |  |  |  |
| 51 – 75 lbs |  |  |  | X |  | With assistance |  |  |  |
| 76 – 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Over 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Heaviest Item Lifted | | X |  |  |  | Lifting/restraining of children as needed with assistance. | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Phone, school supplies, papers, ream of paper, books | 1-50’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Tables, chairs, equipment | 1-20’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Tables, chairs, equipment |  |  |  |
| 51 – 75 lbs |  |  |  | X |  | With assistance |  |  |  |
| 76 – 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Tables, chairs, student assistive devices, wheelchairs with assistance. | 1-20’ | Y |  |

Notes regarding items weighed (if any):

* Physically restraining students
* Maneuvering students and equipment in awkward positions and narrow bus aisles.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  |  | X |  |  | Office chair, padded, adjustable, swivel, wheeled | Computer/office functions, providing teaching/education, assessing  paper/assignments |
| Walking |  |  |  | X |  | Carpet, concrete, may have to run on rare occasions | Providing teaching/education, gathering supplies, bus/yard duties |
| Standing |  |  |  | X |  | Carpet | Providing teaching/education, operating office equipment |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Bending (Neck) |  |  |  | X |  | Observing work documents |
| Bending (Waist) |  |  |  | X |  | Reaching low drawers/shelves |
| Twisting (Neck) |  |  | X |  |  | Observing surroundings, supervising classroom |
| Twisting (Waist) |  |  | X |  |  | Accessing supplies/books, supervising classroom |
| Squatting |  |  | X |  |  | As an alternative to bending |
| Climbing |  | X |  |  |  | Stairs, step stool |
| Kneeling |  |  | X |  |  | Communicating with children |
| Crawling |  | X |  |  |  |  |
| Pushing/Pulling (Dominant hand) |  |  |  | X | X | Drawers/doors, wheelchair |
| Pushing Pulling (Non-Dominant hand) |  |  |  | X | X | Drawers/doors, wheelchair |
| Reaching – Above Shoulder Level |  |  | X |  |  | Accessing items on upper shelves, hanging posters/learning materials |
| Reaching – Below Shoulder Level |  |  |  | X |  | Desk items, phone, accessing school supplies/books. |
| Balancing |  |  |  | X |  |  |
| Coordination (Eye, Hand, Foot) |  |  |  | X |  |  |
| Running |  |  | X |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  | X |  |  | Writing, keyboarding, manipulating mouse |
| Simple Grasping (Dominant Hand) |  |  | X | X |  | Manipulating mouse, transporting/positioning objects |
| Simple Grasping (Non-Dominant Hand) |  |  | X | X |  | Transporting/positioning objects |
| Power Grasping (Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects |
| Power Grasping (Non-Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects |
| Fine Manipulation (Dominant Hand) |  |  |  | X |  | Keyboarding, handwriting, dialing phone, operating office equipment, collating paperwork |
| Fine Manipulation (Non-Dominant Hand) |  |  |  | X |  | Keyboarding, dialing phone, operating office equipment, collating paperwork |
| Hand and arm twisting and turning |  |  |  | X |  |  |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, trucks and other equipment |  |  |  |
| Working around equipment and machinery |  |  | Office equipment, wheelchairs, lifts |
| Walking on uneven ground |  |  | Ramps |
| Exposure to excessive noise |  |  |  |
| Exposure to extremes in temperature, humidity, wetness |  |  | Outdoor conditions |
| Exposure to dust or chemicals |  |  | Disinfectants |
| Working at heights |  |  |  |
| Operation of foot controls or repetitive foot movement |  |  | Operating vehicle |
| Working with biohazards |  |  | BBP/ Chemicals |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Papers, desk items, computer functions |
| Seeing far (observing) |  |  | Monitoring/supervising classroom |
| Seeing to sides (peripheral vision) |  |  | Monitoring/supervising classroom |
| Seeing colors |  |  |  |
| Speaking |  |  | Communicating w/ co-workers, students, visitors |
| Hearing Speech |  |  | Communicating w/ co-workers, students, visitors |
| Hearing mechanical sounds |  |  | Bells, alarm system |
| Sensing odors |  |  | Monitoring work area |
| Sensing touch |  |  | Working hands on with student |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Computer, lifts, specialized equipment |
| Equipment | Computer, scanner, printer, office equipment |
| Tools | None |
| Other Work Aids | Wheelchairs, lifts etc. |
|  |  |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | * ​ |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Supervise or manage others | *  |
| Provide clinical direction | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**RESIG POST OFFER/PRE-PLACEMENT PROGRAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Special Education Teacher** | **Department:** | Special Education |
| **District:** | Sonoma County Schools | | |
| **Address:** |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 8 hours |
| **Overtime:** | Rarely | **Hours Per Week** | 40 hours |

**General Job Summary**

Provides students who are disabled with an instructional program designed to meet the needs of students with severe disabilities and/or health issues.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision but provides oversight to teaching assistants. |
| **Supervision Received:** | Employee receives direct supervision from Principal or program director |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Creates and writes lesson plans in preparation of educating students. Develops and writes reports as needed. |
| Daily | Provides teaching and education to students through lectures, classroom activities, group projects and other teaching methods as needed. |
| Daily | Creates and writes goals for students and writes progress reports. Monitors student’s progress. |
| Daily | Reviews and assesses papers, projects, and assignments turned in by students. |
| Daily | Ensures readiness of classroom for students by posting visual aids/instruction information, decorating room, rearranging furniture as needed. |
| Daily | Conducts teacher-parent conferences, communicates disciplinary action with parents. |
| Daily | Sends required paperwork by mail to parents as necessary |
| Daily | Develops transition plans to move students to targeted activities. |
| Daily | Works with peers to communicate ideas and develop lesson plans and teaching methods. |
| Daily | Attends professional development and continuing education events as assigned. |
| Daily | Attends and participates in staff meetings. |
| Daily | Creates and reviews individual student education plans. Manages, maintains, and reports on plans as needed. |
| Daily | Performs other duties as assigned. |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | BA Degree |
| **Experience:** | Based on applicants’ credentials |
| **License/Certification** | Must have teaching credential and pass background check |

**Knowledge**

* **Clerical** - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Computers and Electronics** - Knowledge of computer hardware and software, including applications and programming.
* **Customer and Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Education and Training** - Knowledge of principals and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
* **Psychology -** Knowledge of human behavior and performance.
* **Math and Science** - Knowledge of basic math and science.
* **English Language** - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Skills**

* **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Complex Problem Solving** – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
* **Computer Programming** – Writing and modifying computer programs for various purposes.
* **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Mathematics** — Using mathematics to solve problems.
* **Service Orientation** — Actively looking for ways to help people.
* **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
* **Time Management** — Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
* **Operating Equipment-** Operate appliances and equipment found in school cafeterias.
* **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
* **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Phone, school supplies, papers, ream of paper, books | 1-6’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Tables, chairs, lifting of children as needed |  |  |  |
| 26 – 50 lbs |  |  | X |  |  | Tables, chairs, lifting of children as needed |  |  |  |
| 51 – 75 lbs |  |  |  | X |  | With assistance |  |  |  |
| 76 – 100 lbs |  |  |  | X |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Lifted | | X |  |  |  | Lifting/restraining of children as needed with assistance. | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  |  | X |  | Phone, school supplies, papers, ream of paper, books | 1-50’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Tables, chairs, equipment | 1-20’ | Y |  |
| 26 – 50 lbs |  |  | X |  |  | Tables, chairs, equipment |  |  |  |
| 51 – 75 lbs |  |  | X |  |  | With assistance |  |  |  |
| 76 – 100 lbs |  |  | X |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Tables, chairs, student assistive devices, wheelchairs with assistance. | 1-20’ | Y |  |

Notes regarding items weighed (if any):

* Physically restraining students
* Maneuvering students and equipment in awkward positions and narrow bus aisles.
* ​

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  |  | X |  |  | Office chair, padded, adjustable, swivel, wheeled | Computer/office functions, providing  teaching/education, assessing paper/assignments |
| Walking |  |  |  | X |  | Carpet, concrete, may have to run on rare occasions | Providing teaching/education, gathering supplies, bus/yard duties |
| Standing |  |  |  | X |  | Carpet | Providing teaching/education, operating office equipment |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Bending (Neck) |  |  |  | X |  | Observing work documents |
| Bending (Waist) |  |  |  | X |  | Reaching low drawers/shelves |
| Twisting (Neck) |  |  | X |  |  | Observing surroundings, supervising classroom |
| Twisting (Waist) |  |  | X |  |  | Accessing supplies/books, supervising classroom |
| Squatting |  | X |  |  |  | As an alternative to bending |
| Climbing |  | X |  |  |  | Stairs, step stool |
| Kneeling |  |  | X |  |  | Communicating with children |
| Crawling |  | X |  |  |  |  |
| Pushing/Pulling (Dominant hand) |  |  |  | X | X | Drawers/doors, wheelchair |
| Pushing Pulling (Non-Dominant hand) |  |  |  | X | X | Drawers/doors, wheelchair |
| Reaching – Above Shoulder Level |  |  | X |  |  | Accessing items on upper shelves, hanging posters/learning materials |
| Reaching – Below Shoulder Level |  |  |  | X |  | Desk items, phone, accessing school supplies/books. |
| Balancing |  |  |  | X |  |  |
| Coordination (Eye, Hand, Foot) |  |  |  | X |  |  |
| Running |  | X |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  | X |  |  | Writing, keyboarding, manipulating mouse |
| Simple Grasping (Dominant Hand) |  |  | X | X |  | Manipulating mouse, transporting/positioning objects |
| Simple Grasping (Non-Dominant Hand) |  |  | X | X |  | Transporting/positioning objects |
| Power Grasping (Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects |
| Power Grasping (Non-Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects |
| Fine Manipulation (Dominant Hand) |  |  |  | X |  | Keyboarding, handwriting, dialing phone, operating office equipment, collating paperwork |
| Fine Manipulation (Non-Dominant Hand) |  |  |  | X |  | Keyboarding, dialing phone, operating office equipment, collating paperwork |
| Hand and arm twisting and turning |  |  | X |  |  |  |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, and other equipment |  |  | Bus, van |
| Working around equipment and machinery |  |  | Cleaning equipment, vehicle equipment, wheelchairs, lifts. |
| Walking on uneven ground |  |  | Walking throughout vehicle lot, schools, ramps |
| Exposure to extremes in temperature, humidity, wetness |  |  | Outdoor conditions |
| Exposure to dust, gas, fumes, or chemicals |  |  | Disinfectants |
| Operation of foot controls or repetitive foot movement |  |  | Operating vehicle |
| Use of special visual or auditory protective equipment |  |  |  |
| Working with biohazards |  |  | BBP/ Chemicals |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Operating vehicles, completing documentation |
| Seeing far (observing) |  |  | Monitoring work area, operating vehicle |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area, operating vehicle |
| Seeing colors |  |  |  |
| Speaking |  |  | Communicating w/ co-workers and students |
| Hearing Speech |  |  | Communicating w/ co-workers and students |
| Hearing mechanical sounds |  |  | Equipment malfunctions |
| Sensing odors |  |  | Equipment malfunctions |
| Sensing touch |  |  |  |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Computer, lifts, specialized equipment |
| Equipment | Computer, scanner, printer, office equipment |
| Tools | None |
| Other Work Aids | Wheelchairs, lifts etc. |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | * ​ |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Supervise or manage others | *  |
| Provide clinical direction | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**POST OFFER/PRE-PLACEMENT PROGAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Bus Driver** | **Department:** | Transportation |
| **District:** | Sonoma County Schools | | |
| **Address:** |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 5-6 hours |
| **Overtime:** | Occasionally | **Hours Per Week** | 25-30 hours |

**General Job Summary**

Operates buses and vans as needed in order to transport students. Responsible for general cleanliness and housekeeping of vehicles.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision. |
| **Supervision Received:** | Employee receives direct supervision from Transportation Supervisor. |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Receives daily assignment from job board and prepares for assigned route. |
| Daily | Performs pre-trip inspection of vehicle and reports any malfunctions. |
| Daily | Operates vehicle and covers assigned routes. Picks up and drops off students at designated locations. |
| Daily | While transporting students is responsible for maintaining general order on vehicle. Enforces all safety regulations. |
| Daily | After completing assigned route returns vehicle to lot for post trip inspection. Reports any malfunctions. |
| Daily | Refuels vehicles as needed. |
| Daily | Completes any required documentation including inspections, time keeping forms, and student behavior forms. |
| Daily | Responsible for general cleanliness of vehicles including sweeping and cleaning bus exteriors |
| Daily | Operates vehicles for field trips and other special events as assigned. |
| Daily | Attends and participates in any required meetings and trainings. |
| Daily | Performs other duties as assigned. |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | High school equivalent |
| **Experience:** | NA |
| **License/Certification** | Class B driver’s license, CA Special drivers’ certificate, completion of background check, medical and First Aid Certificate |

**Knowledge**

* **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Customer and Personal Service** — Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
* **Mathematics** — Knowledge of arithmetic, statistics, and their applications.

**Skills**

* **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Selection** — Determining the kind of tools and equipment needed to do a job.
* **Mathematics** — Using mathematics to solve problems.
* **Service Orientation** — Actively looking for ways to help people.
* **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
* **Time Management** — Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
* **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
* **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs. |  |  | X |  |  | Radio, office supplies, papers, loose supplies | 1-6’ | Y |  |
| 11 – 25 lbs. |  |  | X |  |  | Supplies, equipment |  |  |  |
| 26 – 50 lbs. |  | X |  |  |  | To move students in the event of an emergency |  |  |  |
| 51 – 75 lbs. |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| 76 – 100  lbs. |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Over 100 lbs. |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Students – With assistance | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs. |  |  | X |  |  | Radio, office supplies, papers, loose supplies | 1-100’ | Y |  |
| 11 – 25 lbs. |  |  | X |  |  | Supplies, equipment | 1-100’ |  |  |
| 26 – 50 lbs. |  | X |  |  |  | To move students in the event of an emergency |  |  |  |
| 51 – 75 lbs. |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| 76 – 100  lbs. |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Students - With assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  |  |  |  | X | Vehicle seat, office chair: padded, adjustable, swivel, wheeled | Operating/riding in vehicle, completing documentation |
| Walking |  |  | X |  |  | Carpet, linoleum/tile, concrete | Performing vehicle inspections, refueling vehicles, gathering supplies |
| Standing |  |  | X |  |  | Carpet, linoleum/tiles, concrete | Performing vehicle inspections, refueling vehicle |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Bending (Neck) |  |  |  | X |  | Observing work/documents |
| Bending (Waist) |  |  |  | X |  | Reaching low drawers/shelves |
| Twisting (Neck) |  |  |  |  | X | Observing surroundings, operating vehicles |
| Twisting (Waist) |  |  |  | X |  | Accessing supplies, performing vehicle inspections |
| Squatting |  | X |  |  |  | As alternative to bending |
| Climbing |  |  | X |  |  | Stepstool, in/out of vehicle |
| Kneeling |  | X |  |  |  |  |
| Crawling | X |  |  |  |  |  |
| Pushing/Pulling (Dominant hand) |  |  | X |  |  | Drawers/doors, opening vehicle storage |
| Pushing Pulling (Non-Dominant hand) |  |  | X |  |  | Drawers/doors, opening vehicle storage |
| Reaching – Above Shoulder Level |  |  | X |  |  | Accessing items on upper shelves, adjusting mirrors |
| Reaching – Below Shoulder Level |  |  |  | X |  | Operating vehicles, refueling vehicle, accessing supplies, attaching wheelchair harness or seat belts |
| Balancing |  | X |  |  |  |  |
| Coordination (Eye, Hand, Foot) |  |  |  | X |  | Operating vehicles |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  |  | X |  | Completing documentation, vehicle controls |
| Simple Grasping (Dominant Hand) |  |  |  |  | X | Operating steering wheel, transporting/positioning objects |
| Simple Grasping (Non-Dominant Hand) |  |  |  |  | X | Operating steering wheel, transporting/positioning objects |
| Power Grasping (Dominant Hand) |  |  |  | X |  | Opening vehicle storage areas, transporting/positioning heavier objects |
| Power Grasping (Non-Dominant Hand) |  |  |  | X |  | Opening vehicle storage areas, transporting/positioning heavier objects |
| Fine Manipulation (Dominant Hand) |  |  | X |  |  | Handwriting, operating vehicle controls |
| Fine Manipulation (Non-Dominant Hand) |  |  | X |  |  | Operating vehicle controls |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, trucks, other equipment |  |  | Bus, van |
| Working around equipment and machinery |  |  | Cleaning equipment, vehicle equipment |
| Walking on uneven ground |  |  | Walking throughout vehicle lot, driveways, roadways |
| Exposure to excessive noise |  |  | Shop and bus barn, bus noises, children |
| Exposure to extremes in temperature, humidity, wetness |  |  | Outdoor conditions |
| Exposure to dust, gas, fumes, or chemicals |  |  | Disinfectants |
| Working at heights |  |  | Washing buses |
| Operation of foot controls or repetitive foot movement |  |  | Operating vehicle |
| Use of special visual or auditory protective equipment |  |  |  |
| Working with biohazards |  |  | Bodily fluids, chemicals, cleaning agents |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Operating vehicles, completing documentation |
| Seeing far (observing) |  |  | Monitoring work area, operating vehicle |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area, operating vehicle |
| Seeing colors |  |  | Signal lights, signage |
| Speaking |  |  | Communicating w/ co-workers and students |
| Hearing Speech |  |  | Communicating w/ co-workers and students |
| Hearing mechanical sounds |  |  | Equipment malfunctions |
| Sensing odors |  |  | Equipment malfunctions |
| Sensing touch |  |  |  |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Bus or Van |
| Equipment | Radio, cleaning equipment |
| Tools | Emergency equipment and supplies |
| Other Work Aids |  |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | *  |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Supervise or manage others | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**POST OFFER/PRE-PLACEMENT PROGRAM**

**JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Van Driver** | **Department:** | Transportation |
| **District:** | Sonoma County Schools | | |
| **Address:** |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 5-6 hours |
| **Overtime:** | Occasionally | **Hours Per Week** | 25-30 hours |

**General Job Summary**

Operates buses and vans as needed in order to transport students. Responsible for general cleanliness and housekeeping of vehicles.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision. |
| **Supervision Received:** | Employee receives direct supervision from Transportation Supervisor. |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Receives daily assignment from job board and prepares for assigned route. |
| Daily | Performs pre-trip inspection of vehicle and reports any malfunctions. |
| Daily | Operates vehicle and covers assigned routes. Picks up and drops off students at designated locations. |
| Daily | Responsible for maintaining general order on vehicle while transporting students. Enforces all safety regulations. |
| Daily | After completing assigned route returns vehicle to lot for post trip inspection. Reports any malfunctions. |
| Daily | Refuels vehicles as needed. |
| Daily | Completes any required documentation including inspections, time keeping forms, and student behavior forms. |
| Daily | Responsible for general cleanliness of vehicles including sweeping and cleaning bus exteriors |
| Daily | Operates vehicles for field trips and other special events as assigned. |
| Daily | Attends and participates in any required meetings and trainings. |
| Daily | Performs other duties as assigned. |

**Non-Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | High school equivalent |
| **Experience:** | NA |
| **License/Certification** | Class B driver’s license, completion of background check, CPR and First Aid Certificate |

**Knowledge**

* **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Customer and Personal Service** — Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
* **Mathematics** — Knowledge of arithmetic, statistics, and their applications.

**Skills**

* **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Selection** — Determining the kind of tools and equipment needed to do a job.
* **Mathematics** — Using mathematics to solve problems.
* **Service Orientation** — Actively looking for ways to help people.
* **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
* **Time Management** — Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
* **Operating Equipment** — Operate appliances and equipment found in school cafeterias.
* **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
* **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  | X |  |  | Radio, office supplies, papers, loose supplies | 1-100’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Supplies, equipment |  |  |  |
| 26 – 50 lbs |  | X |  |  |  | To move students in the event of an emergency |  |  |  |
| 51 – 75 lbs |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| 76 – 100 lbs |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Students – with assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  | X |  |  | Radio, office supplies, papers, loose supplies | 1-100’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Supplies, equipment |  |  |  |
| 26 – 50 lbs |  | X |  |  |  | To move students in the event of an emergency |  |  |  |
| 51 – 75 lbs |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| 76 – 100 lbs |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | To move students in the event of an emergency – with assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Students – with assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  |  |  |  | X | Vehicle seat, office chair: padded, adjustable, swivel, wheeled | Operating/riding in vehicle, completing documentation |
| Walking |  |  | X |  |  | Carpet, linoleum/tile, concrete | Performing vehicle inspections, refueling vehicles, gathering supplies |
| Standing |  |  | X |  |  | Carpet, linoleum/tiles, concrete | Performing vehicle inspections, refueling vehicle |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Bending (Neck) |  |  | X |  |  | Observing work/documents |
| Bending (Waist) |  |  | X |  |  | Reaching low drawers/shelves |
| Twisting (Neck) |  |  |  |  | X | Observing surroundings, operating vehicles |
| Twisting (Waist) |  |  |  | X |  | Accessing supplies, performing vehicle inspections |
| Squatting |  | X |  |  |  | As alternative to bending |
| Climbing |  |  | X |  |  | Stepstool, in/out of vehicle |
| Kneeling |  | X |  |  |  |  |
| Crawling | X |  |  |  |  |  |
| Pushing/Pulling (Dominant hand) |  |  | X |  |  | Drawers/doors, opening vehicle storage |
| Pushing Pulling (Non-Dominant hand) |  |  | X |  |  | Drawers/doors, opening vehicle storage |
| Reaching – Above Shoulder Level |  |  | X |  |  | Accessing items on upper shelves, adjusting mirrors |
| Reaching – Below Shoulder Level |  |  |  | X |  | Operating vehicles, refueling vehicle, accessing supplies, attaching wheelchair harness or seat belts |
| Balancing |  | X |  |  |  |  |
| Coordination (Eye, Hand, Foot) |  |  |  | X |  | Operating vehicles |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  |  | X |  | Completing documentation, vehicle controls |
| Simple Grasping (Dominant Hand) |  |  |  |  | X | Operating steering wheel, transporting/positioning objects |
| Simple Grasping (Non-Dominant Hand) |  |  |  |  | X | Operating steering wheel, transporting/positioning objects |
| Power Grasping (Dominant Hand) |  |  |  | X |  | Opening vehicle storage areas, transporting/positioning heavier objects |
| Power Grasping (Non-Dominant Hand) |  |  |  | X |  | Opening vehicle storage areas, transporting/positioning heavier objects |
| Fine Manipulation (Dominant Hand) |  |  | X |  |  | Handwriting, operating vehicle controls |
| Fine Manipulation (Non-Dominant Hand) |  |  | X |  |  | Operating vehicle controls |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, trucks, other equipment |  |  | Bus, van |
| Working around equipment and machinery |  |  | Cleaning equipment, vehicle equipment |
| Walking on uneven ground |  |  | Walking throughout vehicle lot, driveways, roadways |
| Exposure to excessive noise |  |  | Shop and bus barn, bus noises, children |
| Exposure to extremes in temperature, humidity, wetness |  |  | Outdoor conditions |
| Exposure to dust, gas, fumes, or chemicals |  |  | Disinfectants |
| Working at heights |  |  | Washing buses |
| Operation of foot controls or repetitive foot movement |  |  | Operating vehicle |
| Use of special visual or auditory protective equipment |  |  |  |
| Working with biohazards |  |  | Bodily fluids, chemicals, cleaning agents |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Operating vehicles, completing documentation |
| Seeing far (observing) |  |  | Monitoring work area, operating vehicle |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area, operating vehicle |
| Seeing colors |  |  | Signal lights, signage |
| Speaking |  |  | Communicating w/ co-workers and students |
| Hearing Speech |  |  | Communicating w/ co-workers and students |
| Hearing mechanical sounds |  |  | Equipment malfunctions |
| Sensing odors |  |  | Equipment malfunctions |
| Sensing touch |  |  |  |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Bus or Van |
| Equipment | Radio, cleaning equipment |
| Tools | Emergency equipment and supplies |
| Other Work Aids |  |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | *  |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Supervise or manage others | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.



**POST OFFER/PRE-PLACEMENT PROGRAM JOB ANALYSIS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Warehouse Worker** | **Department:** | Facilities/M&O/Food Service |
| **Company:** | Sonoma County Schools | | |
| **Address:** |  | | |
| **Shift:** | Days | **Hours Per Shift:** | 8 hours |
| **Overtime:** | NA | **Hours Per Week** | 40 hours |

**General Job Summary**

Operates a district vehicle to pick up and deliver food, office supplies, mail, and related supplies, and other items as needed to school, kitchens, and offices. Receives, stores, rotates, and pulls warehouse inventory. Performs related work as required.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision. |
| **Supervision Received:** | Employee receives direct supervision from department manager |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management’s right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Loads delivery truck and delivers food and supplies to assigned sites. |
| Daily | Performs daily safety inspection of vehicle and operates vehicle to and from various sites. Washes and fuels vehicle as needed. |
| Daily | Delivers mail to and from school sites. Picks up bank deposits from schools and delivers to bank. |
| Daily | Fills warehouse stock requisitions, completes service orders, and completes required documentation. |
| Daily | Receives, verifies, and stores supplies in warehouse. |
| Daily | Conducts periodic inventory by ensuring required food and supplies necessary for day to day operations are available. |
| Daily | Packages and wraps shipments in preparation of delivery. |
| Daily | Loads, unloads, transports, and moves supplies and equipment. |
| Daily | Ensures cleanliness of warehouse and surrounding areas. Performs sweeping and general housekeeping. |
| Daily | Participates in required trainings and meetings. |

**Non-Essential Functions**

Performs other duties as assigned

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | High school equivalent |
| **Experience:** | Knowledge of record keeping and experience in warehouse environment preferred |
| **License/Certification** | CA driver’s license, completion of background check |

**Knowledge**

* **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Customer and Personal Service** — Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Mathematics** — Knowledge of arithmetic, statistics, and their applications.

**Skills**

* **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Selection** — Determining the kind of tools and equipment needed to do a job.
* **Instructing** — Teaching others how to do something; selecting and using training/instructional methods and procedures appropriate for the situation when teaching new things.
* **Mathematics** — Using mathematics to solve problems.
* **Quality Control Analysis** — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
* **Service Orientation** — Actively looking for ways to help people.
* **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
* **Time Management** — Managing one's own time and the time of others.

**Abilities**

* **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
* **Operating Equipment** — **Operate** equipment used in warehouses
* **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
* **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Not Required

Rare (R) Less than 10% of the shift Occasional (O) Up to 33% of the shift Frequent (F) Up to 66% of the shift Constant (C) Over 66% of the shift

**Lifting**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  | X |  |  | Smaller food/beverage products, office supplies, loose supplies | 1-6’ | Y |  |
| 11 – 25 lbs |  |  | X |  |  | Boxed food products, cans/packages of food products, case of beverages | 1-5’ | Y |  |
| 26 – 50 lbs |  | X |  |  |  | Boxed food products, case of beverages, sacks of food supplies | 1-5’ | Y |  |
| 51 – 75 lbs |  | X |  |  |  | With assistance |  |  |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Lifted | | X |  |  |  | Box of food products – With assistance | 1-5’ | Y |  |

Notes regarding items weighed (if any): None

**Carrying**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| N | R | O | F | C | Y | N |
| 0 – 10 lbs |  |  | X |  |  | Smaller food/beverage products, office supplies, loose supplies | 1-100’ | Y |  |
| 11 – 25 lbs |  | X |  |  |  | Boxed food products, cans/packages of food products, case of food | 1-50’ | Y |  |
| 26 – 50 lbs |  | X |  |  |  | Boxed food products, case of beverages, sacks of food supplies | 1-50’ | Y |  |
| 51 – 75 lbs |  | X |  |  |  | With assistance |  |  |  |
| 76 – 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Over 100 lbs |  | X |  |  |  | With assistance |  |  |  |
| Heaviest Item Carried | | X |  |  |  | Box of food products – With assistance | 1-50’ | Y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N | R | O | F | C |
| Sitting |  |  | X |  |  | Vehicle seat, office chair: padded, adjustable, swivel, wheeled | Operating/riding in vehicle, completing documentation/administrative work |
| Walking |  |  |  | X |  | Carpet, linoleum/tile, concrete | Gathering food products/supplies, transporting food/supplies, cleaning assigned work area, packaging deliveries |
| Standing |  |  | X |  |  | Carpet, linoleum/tiles, concrete | Wrapping and packaging deliveries, loading/unloading vehicle |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Bending (Neck) |  |  | X |  |  | Observing work/documents, prepping deliveries, gathering food items/supplies |
| Bending (Waist) |  |  | X |  |  | Reaching low drawers/shelves |
| Twisting (Neck) |  |  | X |  |  | Observing surroundings, operating vehicles |
| Twisting (Waist) |  |  | X |  |  | Accessing supplies/food products, loading/unloading vehicle |
| Squatting |  | X |  |  |  | As alternative to bending |
| Climbing |  | X |  |  |  | Stepstool, in/out of vehicle |
| Kneeling | X |  |  |  |  |  |
| Crawling | X |  |  |  |  |  |
| Pushing/Pulling (Dominant hand) |  |  | X |  |  | Drawers/doors, cart, pallet jack |
| Pushing Pulling (Non-Dominant hand) |  |  | X |  |  | Drawers/doors, cart, pallet jack |
| Reaching – Above Shoulder Level |  | X |  |  |  | Accessing items on upper shelves |
| Reaching – Below Shoulder Level |  |  | X |  |  | Accessing supplies/equipment, maintaining/cleaning area and equipment, operating vehicles |
| Balancing |  | X |  |  |  | Stepstool, entering vehicle |
| Coordination (Eye, Hand, Foot) |  |  | X |  |  | Operating vehicles |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| N | R | O | F | C |  |
| Repetitive Use of Hands |  |  | X |  |  | Writing/office work, packaging deliveries, cleaning/maintaining work area and equipment |
| Simple Grasping (Dominant Hand) |  |  | X |  |  | Operating steering wheel, transporting/positioning objects, accessing supplies/food items |
| Simple Grasping (Non-Dominant Hand) |  |  | X |  |  | Operating steering wheel, transporting/positioning objects, accessing supplies/food items |
| Power Grasping (Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects |
| Power Grasping (Non-Dominant Hand) |  |  | X |  |  | Transporting/positioning heavier objects |
| Fine Manipulation (Dominant Hand) |  |  | X |  |  | Handwriting, administrative work, wrapping deliveries, vehicle controls |
| Fine Manipulation (Non-Dominant Hand) |  |  | X |  |  | Administrative work, wrapping deliveries, vehicle controls |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Driving cars, trucks, forklifts and other equipment |  |  | Truck, van, forklift |
| Working around equipment and machinery |  |  | Forklift, pallet jack, dolly, cart |
| Walking on uneven ground |  |  | Placing deliveries, ramps, outdoor locations |
| Exposure to excessive noise |  |  | Forklifts, equipment |
| Exposure to extremes in temperature, humidity, wetness |  |  | Refrigeration, freezer, outdoor conditions |
| Exposure to dust, gas, fumes, or chemicals |  |  | Disinfectants |
| Working at heights |  |  | Ladders |
| Operation of foot controls or repetitive foot movement |  |  | Operating vehicle |
| Use of special visual or auditory protective equipment |  |  | Gloves |
| Working with biohazards |  |  |  |

**Sensory Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **Y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  |  | Operating vehicle, stocking supplies, prepping deliveries |
| Seeing far (observing) |  |  | Monitoring work area, operating vehicle |
| Seeing to sides (peripheral vision) |  |  | Monitoring work area, operating vehicle |
| Seeing colors |  |  | Operating vehicle |
| Speaking |  |  | Communicating w/ co-workers |
| Hearing Speech |  |  | Communicating w/ co-workers |
| Hearing mechanical sounds |  |  | Equipment malfunctions |
| Sensing odors |  |  | Inspecting food products |
| Sensing touch |  |  |  |

**Machinery/Equipment/Work Aids**

|  |  |
| --- | --- |
| Machinery | Vehicles, forklift, pallet jack |
| Equipment | Office equipment, dolly, cart |
| Tools | Pallet jack |
| Other Work Aids | None, PPE, Hearing protection |

|  |  |
| --- | --- |
| **MENTAL/COGNITIVE DEMANDS** | Required Yes/No  Y N |
| Relate to other people | *  |
| Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) | *  |
| Maintain personal habits | *  |
| Multitask relative to job duties | *  |
| Understand, carry out, and remember instructions | *  |
| Respond appropriately to supervision | *  |
| Perform work requiring regular contact with others | *  |
| Perform work where contact with others will be minimal | *  |
| Perform tasks requiring minimal intellectual effort | *  |
| Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills | *  |
| Perform repetitive tasks | *  |
| Perform varied tasks | *  |
| Make independent judgment | *  |
| Supervise or manage others | *  |
| Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- break aspects of the job | *  |
| Ability to work relative to the job description | *  |

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