

AGREEMENT TO PARTICIPATE

2026-2027

RESIG'S P.O.P.P. (POST OFFER/PRE-PLACEMENT) PROGRAM

PARTICIPATION IN THIS PROGRAM IS *REQUIRED* FOR ALL MEMBER DISTRICTS

NAME OF DISTRICT: _____

CONTACT PERSON: _____

TITLE: _____

PHONE: _____ FAX: _____

E-MAIL ADDRESS: _____

*Signing of this document commits the district to **all** of the following conditions:*

1. We agree to participate in RESIG's Post Offer/Pre-Placement Program for the 2026-2027 school year beginning July 1, 2026 and ending on June 30, 2027.
2. We agree to send ALL post offer applicants to a POPP program medical provider for a medical screening **prior** to hire for the positions of:
 - Van Driver
 - Custodian
 - Food Service Worker
 - Grounds Worker
 - Maintenance Worker
 - Warehouse Worker
 - Special Day Class Teacher
 - Special Education Assistant

We agree that, if any applicant found to NOT be fit for a position (i.e., UNFIT, UNFIT AT THIS TIME; DISQUALIFIED, UNABLE TO DETERMINE; being screened for one category, but hired in another category with higher physical demands that is covered by the program, allowing applicant to begin working before results received or not being screened at all) is hired by the District, the District will be subject to the "High" deductible (\$10,000) for any workers' compensation claim that is filed for that individual for any reason during their employment with the District during their first 12 months of assignment to the position requiring the POPP exam. Compliance with RESIG's Operational Board Policy #1.1.103 shall be required if any District wishes to appeal the deductible applied to any claim(s). NEW: Emergency extension up to 21 days for delays in obtaining POPP exam appointments is now available.

SIGNED: _____

District Superintendent or Business Manager

TITLE: _____ DATE: _____

This form must be returned to RESIG NO LATER THAN July 15, 2026

You may email the form to: POPP@RESIG.org



Post Offer/Pre-Placement Program Information and Procedures Packet 2026-2027

The Post Offer/Pre-Placement (POPP) Program provides an objective method to screen applicants for physically demanding positions within the school district. Through the POPP Program, a physical examination is conducted to determine if an applicant's physiological capabilities match the physical demands of the job for which they applied. The following positions (full-time, part-time and substitutes) are subject to the POPP Program:

Food Service Worker
Custodian
Maintenance Worker
Grounds Worker

Warehouse Worker
Special Education Day Class Teacher
Special Education Assistant
Van Driver

RESIG coordinates the POPP program by negotiating with POPP providers and paying for the POPP physical exams. If a POPP provider requests a Work Capacity Test to determine the fitness of the applicant, this test will also be paid by RESIG. *If additional testing is recommended by a POPP provider, such as TB testing, X-rays, an orthopedic evaluation, or a medical exam to stabilize a pre-existing condition, the applicant is responsible for these costs, and they are not covered by the POPP Program.* **In addition, Fitness for Duty physicals, or DOT physicals for Bus Drivers DO NOT fall under the POPP program. The district will need to develop agreements with medical providers directly if these types of physicals are needed.** Fitness for Duty physicals are used to determine if a current employee is fit to do the job, they are currently working in. Please refer to the RESIG website under the EHS webpage/Fitness for Duty Guidelines.

Participation in the POPP program is mandatory for all member districts of RESIG, for (full-time, part-time and substitutes) positions listed above. If a district chooses not to comply with the POPP Program, the district will be responsible for a deductible up to **\$10,000** for any injury or illness resulting in any workers' compensation or property and liability claim(s) that is filed for that individual for any reason during their first 12 months of employment with the district if the applicant:

- was found UNFIT or UNFIT AT THIS TIME for a position
- was found DISQUALIFIED for a position
- was screened for one position subject to the POPP Program, but was hired in a different position subject to the POPP Program with higher physical demands
- was allowed to begin working before the results of the POPP physical were received, regardless of the outcome of the POPP physical
- was not screened at all and is hired by the District into a position subject to the POPP Program
- was a current employee placed in a position subject to the POPP Program without completing the POPP process during their employment with the district

Compliance with RESIG's Operational Policy shall be required if any District wishes to appeal the deductible applied to any claim(s).

Emergency extension up to 21 days for delays in obtaining POPP exam appointments is available.

The POPP process, step by step

1. Prior to advertising any position subject to the POPP Program, modify the job announcement to indicate that a Post Offer/Pre-Placement Physical Examination is required prior to hire. A copy of the Physical Demands job description should be included in the application packet, so applicants are aware of the physical requirements of the job. School and College Legal Services recommends additional language in the application packet that reads: *Under some circumstances, further testing may be required to determine if an applicant is able to perform the essential job duties with or without reasonable accommodation.*
2. The District extends a conditional offer of employment to the applicant, contingent upon the applicant's fitness for the position as determined by a POPP physical exam.
3. The District makes an appointment for the POPP physical exam with an approved medical provider immediately after the applicant has been offered the position. Most POPP physical exams can be scheduled and completed within 3-5 days. For the 2026-2027 school year, RESIG has contracted with the following medical providers:
 - Kaiser Permanente - Santa Rosa
 - Kaiser Permanente – Petaluma
 - Santa Rosa Sports Medicine – Santa Rosa
 - Concentra - Rohnert Park
 - Urgent Care + Telehealth – Sonoma
 - Urgent + Telehealth – Petaluma

Locations and contact information are in the POPP packet. *Only medical providers that have a contract with RESIG can be used for POPP physicals. If districts use other providers or allow employees to use their personal physician, they will not be following the POPP program and will be subject to the high deductible for any claims for that employee.*

4. The District provides the applicant with an Applicant Referral Form and the Physical Demands job description to take to the medical provider for the appointment.
5. The POPP provider will contact the District with the results of the physical, usually via fax. Concentra Rohnert Park requires a customer portal to obtain results. Generally, this will be completed the same day as the physical, however, complications, additional information or tests may delay the results. POPP providers may also hold the results due to a medical records request, and the provider has up to 30 days to make a final determination. RESIG will notify the District of any applicants placed "On Hold" and recommend that they contact the applicant to let them know that the POPP provider's final decision is on hold until the medical records are received. Districts should encourage applicants to call their doctor's office to personally expedite the release of medical records. If medical records are not received within 30 days, the medical provider will indicate UNABLE TO DETERMINE.
6. Consult with legal counsel or RESIG regarding reasonable accommodations and the Interactive Process if a result is returned UNFIT, FIT WITH LIMITATIONS, or UNABLE TO DETERMINE. See also **Interpreting POPP physical results** below.
7. When the district receives the results from the medical provider, the District must fill out the District Follow up Form indicating the results of the physical and hiring status and return the form to RESIG via email at

POPP@RESIG.org. The District may retain a copy for their files. Follow Up forms must be returned to RESIG **within 30 days** of receipt of results. If the Follow Up form is not received within 30 days, the district may be required to reimburse RESIG the cost of screening.

8. School and College Legal Services recommends that the summary sheets from providers are treated as medical records and are kept separate from regular personnel files.

Interpreting POPP physical results

FIT WITH LIMITATIONS

The school district must initiate the Interactive Process and carefully determine whether they can accommodate the applicant's limitations. It is critical that all areas of reasonable accommodation are considered. If the accommodation presents an undue hardship or the restriction prevents the person from doing the essential job functions, the school district may withdraw the offer of employment after they have engaged in the Interactive Process with the applicant to discuss possible alternatives. If the school district determines that they *can* accommodate the individual's restrictions, they must provide a detailed letter to the applicant outlining the restrictions and the accommodation plans.

Example: An applicant is found to have a lifting restriction of 25 lbs. in a position where occasional lifting to 50 lbs. is required. If the school district can help with lifting over 25 lbs. or can limit that individual's lifting to no more than 25 lbs., the limitations can be accommodated, and the person can be hired.

UNFIT/UNFIT AT THIS TIME

An applicant who is found UNFIT has not successfully completed the POPP physical. The POPP provider may or may not include a reason why the applicant was found UNFIT on the summary of results. ***Depending on results, the Interactive Process may not be required. Consult with legal counsel on this issue.**

UNABLE TO DETERMINE

If an applicant has been found UNABLE TO DETERMINE, additional medical information that was requested from a medical provider was not received within the 30-day time period to make a determination.

Example: The note on the summary states "medical records were not received within 30 days." Medical records are requested if something unusual was found during the physical or on the questionnaire. If the applicant was not notified that the medical records were not received, they may call their doctor's office to expedite the release of medical records, and the school district can request that the applicant's file be re-opened. ***Depending on results, the Interactive Process may not be required. Consult with legal counsel on this issue.**

DISQUALIFIED

Applicants are required to fill out a detailed personal medical history questionnaire prior to the PHYSICAL exam. As part of this questionnaire, they are required to sign a statement saying: *"I understand that any omission or deliberate deletion of information in my medical history will result in my discharge from employment or not being hired. I certify under penalty of perjury that I have provided accurate and complete information."*

If there is a significant, deliberate omission of information that would impact their ability to perform the functions of the job safely, the applicant will be found DISQUALIFIED.

If an applicant is found DISQUALIFIED and unhappy with the results of their exam, please refer the applicant back to the medical provider for information about the physical.

Exceptions in the POPP Program

- Applicants who have worked in the *most recent school* year as a long-term sub for the district in the same job category for which they are applying for a permanent position are NOT required to be screened because they have already demonstrated the ability to perform the functions of the job. Note: This only applies if the applicant has already been through the POPP program and is currently working for the district in which they are seeking a permanent position.
- District employees being re-hired into the **same** POPP position that they worked in the most recent school year, are not required to be screened. If they are being re-hired to work in a **different position** subject to the POPP program, they MUST be screened for the new position (regardless of the amount of time they have been off).
- If a cafeteria worker is **only** required to do a non-physical job such as paperwork or cashiering, a POPP physical is not required. Please see the POPP Food Service job descriptions to determine if any of the job duty requirements are subject to the POPP Program. RESIG recommends cafeteria workers that may be asked to substitute in Food Service Worker positions subject to the POPP program complete the POPP physical when hired to avoid delays when looking for substitutes.

SUBSTITUTES

Employees who work in any position(s) subject to the POPP Program are required to complete a POPP physical exam. Because the job duties are the same, substitute employees have the same potential as regular employees for exposing the school district to a workers' compensation or liability claim. To eliminate a delay in placing a substitute, RESIG recommends that potential substitutes complete the POPP process for all POPP positions for which they may be asked to substitute.

Applicants who have worked in the most recent school year as a long-term sub for the district in the same job category for which they are applying for a permanent position are NOT required to go through the POPP program physical again because they have already demonstrated the ability to perform the functions of the job. Note: This only applies if the applicant is currently working for the district in which they are seeking a permanent position.

Example: A Special Education teacher calls in sick. If another district employee fills in for the Special Education teacher, that employee must be found FIT via a POPP exam before they can substitute in that position.

Example: A Maintenance worker is out due to an injury. A substitute must be found FIT via a POPP exam before they can substitute in that position.

SCOE facilitated the POPP process for Certificated Special Education Teacher substitutes (Special Education Day Class Teacher) on behalf of all the SCOE Special Education Consortium districts.

Substitute Special Education Teachers who have already gone through the POPP physical and worked in the most recent school year for a SCOE Consortium District do not need to undergo another POPP medical exam to work in the following school year.

All the above examples shown are applicable only to the circumstances described and may not otherwise be appropriate.

Please contact RESIG regarding any questions or issues about the POPP process, we are here to help.

Suzanne Pelz, RESIG Member Programs Administrator (707-836-0779 x134) or spelz@resig.org

- POPP questions
- Questions regarding the physical or the results (DO NOT contact the POPP provider directly to protect the district from obtaining private, confidential medical information about an applicant)
- If there is a delay in receiving the results

Deborah Keeran, RESIG Admin. Asst. (707-836-0779 x109) or dkeeran@resig.org

- POPP forms
- Document questions

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
2026-27**

RESIG POST OFFER/PRE-PLACEMENT PROGRAM KAISER APPLICANT REFERRAL FORM 2026-2027

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:

- | | |
|--|--|
| ☐ Maintenance Worker | ☐ Grounds Worker |
| ☐ Food Service Worker | ☐ Warehouse Worker |
| ☐ Special Ed. Assistant | ☐ Special Day Class Teacher |
| ☐ Custodian | ☐ Van Driver |

Full time: ____/____
Hours/# Days

Part Time: ____/____
Hours/# Days

Substitute: ____/____
Hours/# Days

PROVIDER LOCATIONS (Circle One)

KAISER-Petaluma

3900 Lakeville Hwy, Bldg. 2
Petaluma, CA 94952
(707) 765-3595
(707) 765-3808 Fax

KAISER – Santa Rosa

3975 Old Redwood Highway
Bldg. 5, Suite 152
Santa Rosa, CA 95401
(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 PROGRAM
KAISER APPLICANT REFERRAL FORM
2026-2027**

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:

- | | |
|---|---|
| ☐ Maintenance Worker | ☐ Grounds Worker |
| ☐ Food Service Worker | ☐ Warehouse Worker |
| ☐ Special Ed. Assistant | ☐ Special Day Class Teacher |
| ☐ Custodian | ☐ Van Driver |

Full time: ____/____
Hours/# Days

Part Time: ____/____
Hours/# Days

Substitute: ____/____
Hours/# Days

PROVIDER LOCATIONS (Circle One)

KAISER-Petaluma

3900 Lakeville Hwy, Bldg. 2
Petaluma, CA 94952
(707) 765-3595
(707) 765-3808 Fax

KAISER – Santa Rosa

3975 Old Redwood Highway
Bldg. 5, Suite 152
Santa Rosa, CA 95401
(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 2026-2027

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:

- | | |
|---|---|
| ☐ Maintenance Worker | ☐ Grounds Worker |
| ☐ Food Service Worker | ☐ Warehouse Worker |
| ☐ Special Ed. Assistant | ☐ Special Day Class Teacher |
| ☐ Custodian | ☐ Van Driver |

Full time: _____/_____
Hours Days

Part Time: _____/_____
Hrs/day # of days

Substitute: _____/_____
Hrs/day # of days

PROVIDER LOCATIONS (Circle One)

SONOMA

Urgent Care + TeleHealth
446 W. Napa Street
Sonoma, CA 95476
(707) 940-1001

PETALUMA

Urgent Care + TeleHealth
440 E. Washington St., STE D
Petaluma, CA 94952
(707) 940-5005

Concentra – Rohnert Park

6174 State Farm Drive
Rohnert Park, CA 94928
(707) 586-4320

SANTA ROSA

SANTA ROSA SPORTS MEDICINE
1255 N Dutton Avenue
Santa Rosa, CA 95401
(707) 546-9400, ext. 1 - APPT
(707) 546-9464 Fax

RESIG POST OFFER/PRE-PLACEMENT APPLICANT REFERRAL FORM 2026-2027

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:

- | | |
|---|---|
| ☐ Maintenance Worker | ☐ Grounds Worker |
| ☐ Food Service Worker | ☐ Warehouse Worker |
| ☐ Special Ed. Assistant | ☐ Special Day Class Teacher |
| ☐ Custodian | ☐ Van Driver |

Full time: _____/_____
Hours Days

Part Time: _____/_____
Hrs/day # of days

Substitute: _____/_____
Hrs/day # of days

PROVIDER LOCATIONS (Circle One)

SONOMA

Urgent Care + TeleHealth
446 W. Napa Street
Sonoma, CA 95476
(707) 940-1001

PETALUMA

Urgent Care + TeleHealth
440 E. Washington St., STE D
Petaluma, CA 94952
(707) 940-5005

Concentra – Rohnert Park

6174 State Farm Drive
Rohnert Park, CA 94928
(707) 586-4320

SANTA ROSA

SANTA ROSA SPORTS MEDICINE
1255 N Dutton Avenue
Santa Rosa, CA 95401
(707) 546-9400, ext. 1 - APPT
(707) 546-9464 Fax

**RESIG POST OFFER/PRE-PLACEMENT PROGRAM
2026-2027 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:

- | | |
|---|---|
| ☐ Maintenance Worker | ☐ Grounds Worker |
| ☐ Food Service Worker | ☐ Warehouse Worker |
| ☐ Special Ed. Assistant | ☐ Special Day Class Teacher |
| ☐ Custodian | ☐ |

Full time: _____ / _____
Hours/# Days

Part Time: _____ / _____
Hours/# Days

Substitute: _____ / _____
Hours/# Days

1. ☐ **FIT FOR THIS POSITION** 3. ☐ **UNFIT AT THIS TIME**
2. ☐ **FIT WITH LIMITATIONS** 4. ☐ **UNFIT**

5. ☐ **DISQUALIFIED**
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 AND EMAIL
TO: POPP@RESIG.ORG**

**RESIG POST OFFER/PRE-PLACEMENT PROGRAM
2026-2027 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:

- | | |
|---|---|
| ☐ Maintenance Worker | ☐ Grounds Worker |
| ☐ Food Service Worker | ☐ Warehouse Worker |
| ☐ Special Ed. Assistant | ☐ Special Day Class Teacher |
| ☐ Custodian | ☐ Van Driver |

Full time: _____/_____
Hours/# Days

Part Time: _____/_____
Hours/# Days

Substitute: _____/_____
Hours/# 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 AND EMAIL
TO: POPP@RESIG.ORG**



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	C	F	O	
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



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	C	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.
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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	C	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	C	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	C	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	C	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	C	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	C	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.
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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

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	C	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	C	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	C	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.
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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	C	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	C	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 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	C	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	C	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	C	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:

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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	C	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	C	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	C	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	☒	☐

NOTE:

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