

**William S. Hart Union High School District
Personnel Commission**
21515 Centre Pointe Parkway, Santa Clarita, CA 91350
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SUMMER SCHOOL 2012

To: All Eligible Instructional Assistants
William S. Hart Union High School District

Date: February 1, 2012

From: Terri Shiner
Director of Classified Personnel

Subject: Summer School 2012

Instructional Assistant applications are now being accepted for the 2012 Summer School session.

Three high schools and two junior high schools will offer Summer School classes on variable schedules. Instructional Assistant positions may not be available in every summer school session or at every site. School will be closed Wednesday, July 4th, in recognition of the July 4th holiday. The 2012 Summer School program is as follows:

June 18 - July 13, 2012 (20 days)	Valencia High School	Special Education Program SC2/SC3/SC5/SC6/SC7/SC8/TLC
July 2 - August 3, 2012 (24 days)	Golden Valley High School Hart High School Valencia High School Placerita Jr. High Sierra Vista Jr. High	Special Education Program RS/SC1/SC4
July 2 - July 18, 2012 (12 days)	Golden Valley High School	High School Program
July 19 - August 3, 2012 (12 days)	Hart High School Valencia High School	Health Classes
July 2 - August 3, 2012 (24 days)	Golden Valley High School Hart High School Valencia High School Placerita Jr. High Sierra Vista Jr. High	High School Program Credit Recovery Program Junior High School Program Credit Recovery Program
July 2 - August 3, 2012 (24 days)	Golden Valley High School Hart High School Valencia High School	Regular Summer School Program

Pursuant to the District and CSEA agreement, summer school positions will be offered and filled by seniority in the following priority order: 1) Employees currently working in the same classification; 2) Employees who have previously worked in the classification; 3) Existing eligibility list of the classification. Specially trained Special Circumstance Assistants (SCAs) shall be given first consideration to work with their assigned student(s) during the summer school program regardless of classification seniority.

If you are interested in a summer school assignment, please complete the attached Instructional Assistant application. Be sure to indicate all Instructional Assistant assignments you are willing to accept if offered. Also attached is a list of the Special Education program descriptions to explain the different classroom assignments. Applications for Summer School 2012 must be **received** in the Personnel Commission Office by the deadline of:

Friday, March 23, 2011 at 4:00 p.m.

Applications received after the deadline will be placed on a standby list.

Please keep a copy of your summer school application for your records

Classified Summer School positions will be offered and assigned in order of an employee's seniority in that classification. Once the seniority/eligibility list has been established, applicants whose seniority qualifies them for summer employment will be contacted; however, specific classroom assignments may not be determined until enrollment projections become firm. Applicants whose seniority does not qualify them for summer employment will be notified by mail. Thank you for your interest in the William S. Hart Union High School District 2012 Summer School program. The Personnel Commission Office looks forward to receiving your application and to a successful summer program for everyone!

**WILLIAM S. HART UNION HIGH SCHOOL DISTRICT
PERSONNEL COMMISSION**

February 1, 2012

**SUMMER SCHOOL EMPLOYMENT OPPORTUNITIES
for
CURRENT PERMANENT INSTRUCTIONAL ASSISTANTS**

CLASSIFICATION	SCHOOL SITES	ASSIGNMENT DATES	PROGRAM	HRS/DAY	WORK HOURS (includes .5 hr unpaid lunch)
Instructional Assistant I/II (IA I: Range 7) (IA II: Range 9) *5% Stipend	Valencia HS	6/18/12 - 7/13/12 (20-Day Program)	SC2/SC3/SC5/SC6 SC7/SC8/TLC	5.5	7:30 a.m. - 1:30 p.m.
Bilingual Instructional Assistant I/II (BIA I: Range 7 + 5% stipend) (BIA II: Range 9 + 5% stipend)	TBA	TBA	TBA	TBA	TBA

The above represents our tentative plan of school sites and programs in need of Instructional Assistant positions. Final details, including any necessary **Special Circumstance Assistant (SCA)** or **Bilingual Instructional Assistant** positions will be available once student enrollment has been established. SCAs and Bilingual Instructional Assistants will receive a 5% stipend.

You qualify for a specific Summer School classification if you are currently working in or have worked in that classification in the Hart District. Classified Summer School positions will be offered and assigned in order of an employee's seniority in that classification. Specially trained SCAs shall be given priority to continue working with their assigned student(s) during the summer school program regardless of classification seniority. Once the seniority/eligibility list has been established, applicants whose seniority qualifies them for summer employment will be contacted; however, specific classroom assignments may not be determined until enrollment projections become firm.

APPLICATION INSTRUCTIONS: Please complete the attached Summer School Application and submit to Classified Personnel by **March 23, 2012**. Indicate all classroom assignments you are willing to accept. Please refer to the attached list of special education program descriptions to explain the different classroom assignments. Summer School Applications are also available at the District Office and online at www.hartdistrict.org (**Human Resources/Classified page**).

DEADLINE FOR RECEIPT OF APPLICATION: March 23, 2012, 4:00 P.M.

The William S. Hart Union High School District is an Equal Opportunity Employer

William S. Hart Union High School District
Special Education Program Descriptions

Resource Specialist Program: Students attend five out of six general classes with the support directly or indirectly from the Resource teacher or Instructional Aide. Students may attend an RSP class where they work individually or in groups to review assignments, prepare for tests, organize paperwork and/or work on time management. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Monitor Special Education students in a general education class

Special Day Class 1: Students are taught the core curricula via direct instruction in a designated classroom. The materials may be modified and augmented to support learning. Supplemental skills learned include, but are not limited to, the areas of personal organization, choice making, and assuming responsibility. Collaboration between teachers is emphasized if a student is mainstreamed into any general education classes. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Monitor Special Education students in a general education class

Special Day Class 2: Students in this program experience mild to moderate cognitive delays and are taught functional academics based on the State's CAPA standards. Students also learn life skills through community-based instructions or supported work experiences. Students may be mainstreamed per their IEP. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Walk from 1-2 hours, indoors and outdoors, possibly in inclement weather
- Travel with students independently into the community
- Tube feeding
- Toileting
- Become trained in Crisis Prevention
- Work with students from the ages of 12 years 9 months to 22 years of age
- Chart behavioral data

Special Day Class 3: Students experiencing emotional or behavioral difficulties which interfere with learning and interpersonal relationships may qualify for these classes through a psycho-educational assessment. The classes utilize a positive behavior point system. The goals of the program are to increase positive relationships, to improve appropriate behavior, to increase self-confidence and self-esteem, and to increase one's own acceptance and responsibility for both behavior and academic performance. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop for two to ten minutes
- Walk from 1-2 hours, indoors and outdoors, possibly in inclement weather
- Monitor Special Education students in a general education class
- Deal with sudden emotional swings, example from passive and happy to sullen to aggressive
- Be in an environment where students may use profanity and verbally abusive language
- Have your personal space invaded or challenged
- Chart behavioral data

Special Day Class 4: Students who are deaf or hard of hearing are provided access to the core curriculum through ASL supplemented by a total communication ideology. Students, according to their needs, may be mainstreamed with an interpreter or instructed by a DHH specialist within the special day class. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Monitor Special Education students in a general education class

Special Day Class 5: Students qualify for this program with a diagnosis of multiple disabilities and require intensive supplemental services (transportation, APE, Language and Speech, specialized school nurse and specialized school psychologist). While students may be integrated into general education, most lessons are functional life skills and community-based instruction promoting as much self-sufficiency as possible. Students may stay in the program until the age of 22, or they may move into the Transition Learning Charter class (TLC). Aide may be required to do:

Tube feeding
Toileting
Diapering
Feeding Assistance
Lifting
Dressing
Catherization
Alternative Augmentative Communication Device
Community-based Instruction
Behavior Intervention (verbal de-escalation, physical containment)
Carrying out behavior intervention plans and data collection
Monitor students in General Education class
Proficient in American Sign Language
Stand for an extended period, up to 50 minutes
Stoop from two to ten minutes
Ride a school bus before and after school
Travel with students independently in the community
Monitor Special Education students in a general education classroom
Work with students from the ages of 12 years 9 months to 22 years of age
Use equipment that lifts students from wheelchairs to toilets
Program a communication device
Become trained in Crisis Prevention
Chart behavioral data

Special Day Class 6: Students with emotional disturbance who need a small structured setting qualify for this program through a referral by the Department of Mental Health. In conjunction with academic instruction, each student receives intensive mental health services. The goals are to help students develop a positive self-concept, promote independent adaptive functioning, realize his/her academic and emotional potential, and facilitate his/her return to the LRE (least restrictive environment) and community environment. Aide may be required to do:

Stand for an extended period, up to 50 minutes
Stoop for two to ten minutes
Walk from 1-2 hours, indoors and outdoors, possibly in inclement weather
Monitor Special Education students in a general education class
Deal with sudden emotional swings, example from passive and happy to sullen to aggressive
Be in an environment where students may use profanity and verbally abusive language
Have your personal space invaded or challenged
Chart behavioral data

Special Day Class 7: Students are generally diagnosed with Asperger's Syndrome or high functioning Autism. Students may present with emotional or behavioral difficulties, which interfere with their ability to learn and/or maintain peer relationships. The program utilizes cognitive positive behavioral support. Students may access the standards-based curriculum in a small class setting and/or in general education classes. In addition, students are instructed in a structured social skills curriculum, as well as pragmatic speech lessons. There is consultation with an OT (Occupational Therapist), focusing on self-regulation, and work with the transition specialist in life skill planning. Aide may be required to do:

Stand for an extended period, up to 50 minutes
Stoop from two to ten minutes
Commit to 3 days of training in Autism Spectrum Disorders
Deal with emotional swings (arm flapping, rocking, pulling out hair, nail biting)
Interpret unusual behaviors

Special Day Class 8: Students may have a combination of diagnoses including High Functioning Autism (HFA), Learning Disabilities (LD), and Severe Language Impairment (SLI). Students may present with emotional or behavioral difficulties, which interfere with their ability to learn and form or maintain peer relationships. The students also need an enriched communication program. While the program utilizes positive behavior support, it also has specialized teaching methodologies. Students may access the standards-based curriculum in a small class setting and/or integrate into general education classes. In addition, students are instructed in a structured social skills curriculum, as well as pragmatic and speech lessons. There may be consultation with an Occupational Therapist focusing on self-regulation. Aide may be required to do:

Stand for an extended period, up to 50 minutes
Stoop from two to ten minutes
Commit to 3 days of training in Autism Spectrum Disorders
Deal with emotional swings (arm flapping, rocking, pulling out hair, nail biting)
Interpret unusual behaviors

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT
Personnel Commission
2012 Summer School Application

Please return this sheet to Classified Personnel at the Administrative Center by Friday, March 23, 2012

Please note that this is an application for summer school work, not an offer of employment.

Summer School employees will be selected from applications received based on seniority in the classification. Employees selected for summer school employment will be notified of their tentative selection by the first week in May, once enrollment projections become firm. Actual employment as a summer school employee will occur for those classes that develop sufficient actual enrollment. Should attendance in a class decline below established minimums during the session, classes may be combined and the services of certain employees may be terminated. Summer school dates, times and sites are as specified on the attached memorandum and posting.

Last Name (Please print)	First Name	Your School Site	Assignment (SCA, SC1, etc.)	Student Name, if SCA
Address	City	Zip Code	Email Address to receive confirmation of receipt of application	
Home Phone	Cell Phone			

You qualify for an Instructional Assistant summer school position if you are currently working in or have worked in that position in the Hart District. Summer School positions are filled pursuant to the District/CSEA agreement.

Indicate the Instructional Assistant assignments you are willing to accept	Summer School Instructional Assistant Classrooms (See attached program descriptions)	School Site	Dates	Hours (5.5 /day plus .5 hour unpaid lunch)	District Office Only Seniority date for current position
	RS/SC1/SC4	Golden Valley, Hart, Valencia, Placerita, Sierra Vista	July 2– Aug. 3	6:30 a.m. – 12:30 p.m.	___/___/___
	SC2	Valencia	June 18 – July 13	7:30 a.m. - 1:30 p.m.	___/___/___
	SC3*	Valencia	June 18 – July 13	7:30 a.m. - 1:30 p.m.	___/___/___
	SC5*	Valencia	June 18 – July 13	7:30 a.m. - 1:30 p.m.	___/___/___
	SC6*	Valencia	June 18 – July 13	7:30 a.m. - 1:30 p.m.	___/___/___
	SC7*	Valencia	June 18 – July 13	7:30 a.m. - 1:30 p.m.	___/___/___
	SC8	Valencia	June 18 – July 13	7:30 a.m. - 1:30 p.m.	___/___/___
	TLC*	Valencia	June 18 – July 13	7:30 a.m. - 1:30 p.m.	___/___/___
	SCA * All Programs	All sites	June 18 – July 13	As per site	___/___/___
	Bilingual **	All sites	July 2– Aug. 3	As per site	___/___/___

* Stipend paid

Only current or former BIAs may apply

Note: Sites and times are subject to change

Remarks: _____

Employee Signature

Date