

## PROJECT WORKER - BILINGUAL

Code No.: 950165  
NON-COMPETITIVE (RCSD One (1)  
Position ONLY)

DISTINGUISHING FEATURES OF THE CLASS: This is an entry level position within a school district designed to provide work experience utilizing oral communication abilities in English and in Spanish and to develop written communication abilities in both languages. Employees of this class establish contacts with students and parents of children enrolled in or eligible for participation in programs designed to supplement regular classroom instruction or to provide learning experiences through jobs. The Project Worker/Bilingual also develops contacts with appropriate community groups organizations, or agencies. Continuation of these programs is dependent on federal, state, or local funding. The Project Worker/Bilingual may work under direct supervision of a higher ranking employee or under supervision of an instructional team. Does related work as required.

TYPICAL WORK ACTIVITIES: (All need not be performed in a given position. Other related activities may be performed although not listed):

Visits private homes where English or Spanish may be the predominate language to observe interaction of child, parents, and siblings and to secure biographical, environmental, and personal interests data;

Visits private homes where English or Spanish may be the predominate language to discuss school problems (academic and behavior) and causation with parents, to explain special school programs and testing for academically disadvantaged students, to enlist parent support of the school teaching staff and programs;

Visits private homes to encourage family activities supportive of instructional program;

Visits school classrooms to observe student interaction with teachers, and peers and general readiness and acclimation to school;

Records observations and factual data on preprinted forms for interpretation and action by teaching staff or for use in subsequent home visits;

Sets up and maintains student records;

Refers and accompanies families when needed to act as interpreter to human service organizations and community agencies equipped to handle health, social, family, housing and financial problems;

Refers troubled families to school psychological and social work teams;

Consults to school advisory councils by running elections, aiding agenda development and scheduling meetings, and by contacting parents;

Conducts workshops for school advisory council including topics such as rules regulations, and programs of Title 1; the policy and regulations of the school district; holding elections, writing an agenda, running a meeting;

Attends diagnostic team meetings and in-service training programs as required;

Makes oral or written reports of meetings attended;

Recruits parents for service on advisory council or recruits minorities as teachers and paraprofessionals in work training programs.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES, AND OTHER PERSONAL

CHARACTERISTICS: Working knowledge of school district policies, programs, and administrative staff; working knowledge of legislation and guidelines controlling funded programs; working knowledge of the purpose, membership, and interaction of various advisory councils, working knowledge of the purpose and services of Community and governmental groups and agencies; ability to communicate effectively both in English and in Spanish with parents, students, teachers; ability to prepare simple, written reports, and correspondence; ability to observe student interaction in school and in the home; organizational ability; tact; patience; health commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma.

NOTE: Where the minimum educational requirement is not met, non-clerical experience in a school or a community or human service group or agency may be substituted on a year-for-year basis.

REVISIED: September 4, 1980