

## V.G.1.e Explanation of Responsibilities

DAC	Name	Position Type	Previous Job Title	Others considered for the Position	Credentials	Explanation of Responsibilities	Job Description
Asian Pacific & Refugee St	Lopez, Nellie G	Administrative Assistant	ESI Admin Assistant	Competative recruitment process. All documents located in HR.	20+ years Admin Asst experience	Acts on administrative decisions and provides confidential secretarial or office support.	✓
GATE 5064	Stoglin, Nicole	Administrative Secretary	New to TUSD	Competative recruitment process. All documents located in HR.	3+ years business office or clerical experience	Provides secretarial support to a site or department administrator.	✓
Alternative to Suspension	Nides, Carina Alyssa	Behavior Intervention Monitor	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro 2+ years experience working with students.	Monitor and conduct dialogues with students, serves as liaison between students and the administration, maintain documentation, and monitor after-school detention.	✓
Curriculum Development	Brena, Diana Lynn	Coordinator	ESI Program Coordinator	Competative recruitment process. All documents located in HR.	BA Education U of Arizona MA Language/Reading U of Arizona	Coordinates the activities and functions of designated programs.	✓
Alternative to Suspension	Lugo, Maria Cristina	Coordinator	Curriculum Service Provider	Competative recruitment process. All documents located in HR.	BA Education	Coordinates the activities and functions of designated programs.	✓
Santa Rita High School 265	Connors, Marguerite Hanley	Coordinator-CollCareerReadiness	New to TUSD	Competative recruitment process. All documents located in HR.	Masters degree in School Guidance and Counseling or a related area	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness, provides activities and services to meet the needs of the students.	✓
Tucson High Magnet School	Aguilar, Alisa Marie	Coordinator-CollCareerReadiness	New to TUSD	Competative recruitment process. All documents located in HR.	Masters degree in School Guidance and Counseling or a related area	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and	✓
Pueblo High School 2630	Avila, Manuel Roberto	Coordinator-CollCareerReadiness	Teacher	Competative recruitment process. All documents located in HR.	Masters degree in School Guidance and Counseling or a related area	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and	✓
Palo Verde High Magnet School	Kindler, Lori J	Coordinator-CollCareerReadiness	New to TUSD	Competative recruitment process. All documents located in HR.	Masters degree in School Guidance and Counseling or a related area	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and	✓
Catalina High School 2610	Cuadra, Maria Yvette	Coordinator-CollCareerReadiness	New to TUSD	Competative recruitment process. All documents located in HR.	Masters degree in School Guidance and Counseling or a related area	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and	✓
Ochoa Community School	Auz, Karla G	Instructional Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro 1+ years experience working with students.	Instruct students in class subjects related to TUSD curriculum.	✓
Ochoa Community School	Quijada, Pablo	Instructional Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro 1+ years experience working with students.	Instruct students in class subjects related to TUSD curriculum.	✓
Multi Tiered System of Support	Dorgan, Theresa Elizabeth	Multi-Tiered System of Support Facilitator	ESI MTSS	Competative recruitment process. All documents located in HR.	BA Education + Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).	Will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	✓
Multi Tiered System of Support	Gomez, Araceli A	Multi-Tiered System of Support Facilitator	Curriculum Service Provider	Competative recruitment process. All documents located in HR.	BA Education + Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).	Will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	✓
Multi Tiered System of Support	Joseph, Louis P Jr	Multi-Tiered System of Support Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education + Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).	Will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	✓

Multi Tiered System of Support	Prewitt, Tina Marie	Multi-Tiered System of Support Facilitator	Rehire as MTSS	Competative recruitment process. All documents located in HR.	BA Education + Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).	Will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	✓
Multi Tiered System of Support	Werner, Stephanie	Multi-Tiered System of Support Facilitator	MTSS	Competative recruitment process. All documents located in HR.	BA Education + Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).	Will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	✓
Multicultural Curriculum Specialist	Hillman, Julia Loraine	Prof Dev Academic Trainer	Substitute	Competative recruitment process. All documents located in HR.	Master's degree in Education, Curriculum & Instruction, a Core Content Area or a related field <i>Arizona Teachers Certification</i>	Support position serves as a member of a team, serving in multiple capacities to support district academic initiative: teacher development; school development: <i>cross content academic writing</i> .	✓
African American Student Support	Johnson, Kamilah Kanikah	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Education, Social Services, Counseling 2+ years experience in providing direct services and program oversight	Program Specialist analyzes data, evaluate program success and ensure that the goals and objectives for the department are met.	✓
Mexican American Student Support	Madrid, Monica	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Education, Social Services, Counseling 2+ years experience in providing direct services and program oversight	Program Specialist analyzes data, evaluate program success and ensure that the goals and objectives for the department are met.	✓
Mexican American Student Support	Cuen, Jessica	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Education, Social Services, Counseling 2+ years experience in providing direct services and program oversight	Program Specialist analyzes data, evaluate program success and ensure that the goals and objectives for the department are met.	✓
Magee Middle School 151	Molina, Melissa Patricia	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Social Work or related field Experience working with diverse student populations in an	Serves as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator	✓
Doolen Middle School 150	Brenton, Harley Samantha	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Social Work or related field Experience working with diverse student populations in an	Serves as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator	✓
Safford K-8 1535	Wilbur, Vincent John	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Social Work or related field Experience working with diverse student populations in an	Serves as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator	✓
Safford K-8 1535	Pilla, Michael Daniel	Restorative Practice Facilitator	Ex Ed Teacher	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Social Work or related field Experience working with diverse student populations in an	Serves as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator	✓
Lawrence 3-8 School 1277	Villafane, Isabel Soledad	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Social Work or related field Experience working with diverse student populations in an	Serves as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator	✓
Dietz K-8 School 1197	Ycedo, Angel Jesus	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Social Work or related field Experience working with diverse student populations in an	Serves as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator	✓
Tucson High Magnet School	Price, Roshanna Catalina	Restorative Practice Facilitator	Behavior Specialist	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Social Work or related field Experience working with diverse student populations in an	Serves as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges with regard to campus discipline, and shall serve as the facilitator	✓
African American Student Support	Longmire, Rosalind Lynette	Student Success Coach	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor's Degree in Education, Social Services, Counseling, or a related field. 2+ years of experience working with	Serves as an advocate for an assigned group of students to support them toward academic success and grade promotion/graduation.	✓
Grijalva Elementary School	Alvarez, Arlene	Ex Ed Teacher	Teacher	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Grijalva Elementary School	Becerra Linares, Alejandra	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Teenage Parent High School	Dries, Elizabeth Nora	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓

Sahuaro High School 2650	Hemmo, Philip Felix	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Project More 2674	Jurik, Joseph Patrick	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Hollinger K-8 School 1233	Mares, Sarah	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Project More 2674	Wall, Emily Ann	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Alternative to Suspension	Cantua, Guadalupe Y	Teacher	Return to work	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Hollinger K-8 School 1233	Moreno, Gabriela	Teacher	Substitute	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Roberts/Naylor K-8 School	Thomas, Suzanne C	Teacher	Return to work	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Bloom Elementary School	McMichael, Marlene	Teacher	Teacher Assistant	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Project More 2674	DeSantis, Ernest V	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Morgan Maxwell K-8 School	Abdulrahman, Khalid Osman	Teacher	Substitute	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Booth-Fickett Math/Science	Colter-Carman, Chambray Ijahlon	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Utterback Middle School	Looney, Tracey	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Booth-Fickett Math/Science	Young, Catherine R	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Grijalva Elementary School	Ruiz, Jacqueline	Teacher	Substitute	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
GATE 5064	Kelly, Susan E	Teacher GATE Itinerant	ESI GATE	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Curriculum Development 5	Ballesteros, Marissa Annette	Teacher Reading Recovery	Return to work	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Curriculum Development 5	Mulcahy, Laurie	Teacher Reading Recovery	Return to work	Competative recruitment process. All documents located in HR.	BA Education+ Appropriate Arizona Teaching Certificate Structured English Immersion (SEI)	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓

Roskrige Bilingual Middle	Barnett, Marisa	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Roskrige Bilingual Middle	Bohlman, Melisa Jane	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Davis Bilingual Elementary	Caldera, Maria De Los Angeles	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Grijalva Elementary School	Gil-Valencia, Yeritza Guadalupe	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Grijalva Elementary School	Leon, Jessie M	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Van Buskirk Elementary Sc	Preciado, Alma Angelica Giron	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Roskrige Bilingual Middle	Vargas, Evelyn Daisy	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Bloom Elementary School	Blanco-Schulz, Yenci Liliana	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Bloom Elementary School	Fredman, Brenda C	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Bloom Elementary School	Verdugo, Alicia Nicole	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Grijalva Elementary School	Inclan, Gabriela	Teaching Assistant	School Monitor	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Mary Belle McCorkle Acad	Robles, Lizeth	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Roskrige Bilingual Middle	Miranda, Daniella	Teaching Assistant	Activity Helper	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Van Buskirk Elementary Sc	Chavez, Alejandra	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Hollinger K-8 School 1233	Viafara Gonzalez, John Jairo	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Pistor Middle School 1527	Abril, Alicia	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Bloom Elementary School	Simm, Ema Antonieta	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓

Hollinger K-8 School 1233	Ortiz, Sandra Ellen	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Safford K-8 1535	Martin, Sonjia Marie	Teaching Assistant	Substitute	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓
Pistor Middle School 1527	Abril, Alicia	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	60 credit hours/Parapro	Assists teachers in performing their classroom teaching responsibilities.	✓



**CODE: 41187**  
**UNIT: White Collar**  
**GRADE: 9**  
**FLSA: Non-Exempt**

**CLASSIFICATION**

Administrative Assistant

**SUMMARY:** Acts on administrative decisions and provides confidential secretarial or office support. May have additional functions specific to area of assignment.

**MINIMUM REQUIREMENTS**

Four (4) years Business/Office Experience

Basic knowledge of accounting/bookkeeping practices and principals

Proficient using word processing, database, and spreadsheet programs

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Any equivalent combination of experience, training, or education.

**PREFERRED QUALIFICATIONS**

Supervisory Experience

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Provides confidential administrative/secretarial support to supervisor and staff and may manage office activities. May have additional functions specific to area of assignment.

Greets visitors, receives and distributes telephone calls, messages and mail. Sorts, screens and prioritizes supervisor's mail and attaches relevant information. Monitors departmental email; answers, sorts, screens, and attaches relevant information when forwarding

Coordinates or monitors and/or supervises the activity of classified staff, temporary workers and/or student helpers; provides training as appropriate. Arranges for substitute personnel; orients and explains policies and procedures to substitutes.

Investigates and responds to concerns of parents, staff, administrators, district offices, public agencies and the general public. Serves as a reference source on district and board policies and procedures.

Serves as resource to parents and staff for the interpretation of interscholastic regulations.

Coordinates with vendors, delivery persons and TUSD property control regarding miscellaneous equipment, athletic equipment and supplies.

Composes, types, and transcribes correspondence, reports, meeting minutes, agendas and personnel forms. Maintains files.

Assists supervisor with special projects.

Assists with specialized clerical functions and special projects.

Coordinates schedules, appointments, and arranges for meetings and in-services. Prepares information necessary for appointments, meetings, or in-services. Coordinates out of town travel arrangements.

Researches information to assist supervisor with the compilation of reports.

Maintains and reconciles budgets/funds for various activities. Monitors account expenditures. Recommends transfer of funds to meet changing requirements and ensure that limits are not exceeded.

Orders equipment and office supplies as approved by supervisor. Maintains records of purchase orders, invoices and requisitions. Contacts vendors for purchases, obtain quotes, evaluate prices and quality and recommend selection of vendors. Acknowledges receipt of equipment and supplies received and approve invoices for payment.

Coordinates and prepares bids for special equipment and supplies for solicitation and Purchasing Department.

May approve requisitions within funding limitations.

Maintains the inventory stock levels of office and instructional supplies.

Performs annual equipment and supply inventory verifications.

Coordinates the collection and submission of Board Agenda items as required and verifies for content, completeness and accuracy.

Assists supervisor with payroll for department staff. Processes timesheets, ensuring accuracy and completeness. May prepare time sheets for teachers who have extra duty school activities. Makes payroll calculations as needed. Distributes paychecks.

Handles limited amounts of money within established guidelines.

#### **MARGINAL FUNCTIONS**

May serve as a Notary Public

#### **MENTAL TASKS**

Communicating. Comprehending. Reads.

#### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

#### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses telephone, computers, copiers, fax, printers, calculators, shredding machine, manuals, and forms.

#### **WORKING CONDITIONS**

Indoors. Office environment. Contact with public and employees.

#### **CONTROL, SUPERVISION**

Supervises and monitors employees and student aides.

M:JOB41187

New: 6/14

# TUCSON UNIFIED SCHOOL DISTRICT

## **ADMINISTRATIVE SECRETARY**

**UNIT:** TEA White Collar/Food Service  
**FLSA:** Non-Exempt

### **SUMMARY**

Provides secretarial support to a site or department administrator. May have additional functions specific to area of assignment.

### **MINIMUM REQUIREMENTS**

Three (3) years business office or clerical experience

Excellent customer service skills

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Ability to work independently

Computer Skills, to include word processing, spreadsheet, and database experience (Microsoft office)

Basic Math Skills.

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Experience with Legal Contracts.

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

### **ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Greets visitors. Receives telephone calls, distributes calls or messages to appropriate personnel.

Composes, types, and transcribes correspondence such as: reports, meeting minutes, announcements, bulletins, grants, evaluations, requisitions, handbooks, agendas, brochures and personnel forms. Processes confidential paperwork.

Sorts, screens and prioritizes mail. Attaches relevant information.

Assists office staff with registration, attendance, student records preparation and other specialized clerical functions and projects

Maintains student, financial, correspondence files and personnel files and other documents such as program records. Forwards, receives and maintains cumulative folders on students.

Schedules and coordinates appointments, conferences, in-services, and meetings.

Maintains a ledger balance of operating expenses. Monitors and tracks account expenditures.

Maintains records of purchase orders, invoices and requisitions. Contacts vendors for purchases, obtains quotes, evaluate price and quality, recommends selection.



Orders office and instructional supplies as approved by supervisor. Maintains the supply inventory.

Maintains absence records of staff, arranges for and informs substitutes of their working hours, and prepares timesheets.

Serves as a resource to staff and public regarding District procedures and policies.

Monitors, coordinates and trains student aides in office procedures and in the operation of office equipment. May monitor and train co-workers in office procedures and office equipment.

Searches for and retrieves information from computer or paper files in response to requests.

Prepares work orders for maintenance services.

Coordinates travel and transportation arrangements. Maintains transportation requisition and logs.

Recommends final grade to supervisor for COE students.

Takes and/or transcribes dictation.

Handles limited amount of money within established guidelines.

Adhere to all court orders, state and federal laws, and District policies and regulations.

Perform other duties as assigned.

#### **MARGINAL FUNCTIONS**

May serve as a contact for school safety, law or probation enforcement, child protective services, contractors or project issues.

Conduct and coordinate presentations as requested.

#### **MENTAL TASKS**

Communicating. Comprehending. Reads.

#### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

#### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Use of telephones, computers, scanners, printers, and calculators.

#### **WORKING CONDITIONS**

Indoors. Office environment. Contact with public and employees.

#### **CONTROL, SUPERVISION**

May monitor employees and student aides.

M:Comp and Class  
New: 6/14  
Rev: 3/22

# TUCSON UNIFIED SCHOOL DISTRICT

## **BEHAVIOR INTERVENTION MONITOR**

**UNIT:** TEA White Collar/Food Service

**FLSA:** Non-Exempt

### **SUMMARY**

Provide support for the Behavior Intervention Program under the direction of the Principal. Monitor and conduct dialogues with students, serves as liaison between students and the administration, maintain documentation, and monitor after-school detention.

### **MINIMUM REQUIREMENTS**

High School Diploma or G.E.D.

Associate's (or higher) degree, or two-years (60 Semester-Hour credits) of study at an institute of higher learning.

### **OR**

Completion of an AZ Department of Education-approved Academic Assessment Test.

Copy of diploma, transcripts or test results must be submitted at time of application.

Two years of experience working with students.

Knowledge and ability to use word processing, database, and spreadsheet programs.

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Experience with Mojave software.

Experience as a Teacher's Aide.

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

Bloodborne Pathogen training offered by TUSD Risk Management Department.

### **ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Assists regular and Special Education students in behavior intervention programs.

Monitor students' individual tutorials on social/emotion competencies.

Facilitate and assist students to complete computer-based modules.

Monitor and assist students in maintaining passing grades in classes.

Conduct dialogues with students about behaviors.

Plan weekly follow-up appointments for continuing dialogues on changing behaviors.

Schedule students for follow-up appointments with counselors, peer mediators, probation officers or with other appropriate agencies.

Serve as a liaison between students, teachers, and administrators.

Prepare and maintain records and documentation on student contacts.

Monitor students in after-school or lunch detention, parent conferences or related programs.

Observe the behavior of students, gathers information regarding that behavior and its frequency, and documents it.

Adhere to all court orders, state and federal laws, and District policies and regulations.

Perform other duties as assigned.

### **MENTAL TASKS**

Communicates – verbally and in writing. Performs functions from oral and written instructions and from observing others.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Use office equipment and materials such as fax, copier, and computer.

### **WORKING CONDITIONS**

Indoor. Classroom and shop environment. Outdoor. Playground environment. Contact with students, employees and public.

### **CONTROL, SUPERVISION**

None.

M:Comp and Class  
New: 5/08  
Rev: 3/22

**CODE: 35001**  
**UNIT: Teacher**  
**FLSA: Exempt**

**CLASSIFICATION**  
CERTIFIED TEACHER

**SUMMARY**

Effectively manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement. Understand and appreciate diversity. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning.

**MINIMUM REQUIREMENTS**

Appropriate Arizona Teaching Certificate  
Structured English Immersion (SEI) requirement  
Arizona IVP Fingerprint Clearance Card

Certain endorsement/approved areas(s) may be required for highly qualified/appropriately carried purposes.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Prepare lesson plans and instruct students in accordance with established curriculum and student need.

Assess student needs and performance. Develop, implement and evaluate daily lesson plans, to include scheduled activities and materials. Modify instruction to meet the needs of each child.

Plan, organize and display classroom materials appropriate to curricular activities.

Uses and implement classroom management techniques to maintain organization, orderliness, student safety, and a productive learning environment.

Plans instruction and implement instructional techniques to encourage and motivate students.

Evaluate students' performance regarding achievements in curriculum and activities. Make necessary provisions to meet learning needs.

Ensure parents and students are informed of methods of evaluation used in the classroom.

Inform parents of student progress and school activities. Advise parents of instructional methods that may assist student.

Participates as a member of an instructional team to promote learning activities for students, consistent with district and school education objectives.

Notify site administrator of the special needs of students who display characteristics that vary from the norm.

Collaborate with specialists as needed to assist students.

Observe behavior of children in the classroom and on the playground.

May monitor the activities of a teacher assistant and classroom volunteers.

### **MARGINAL FUNCTIONS**

Order classroom supplies and instructional materials.

### **MENTAL TASKS**

Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Manages classroom. Promotes learning and ensures safety. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

### **WORKING CONDITIONS**

Indoor - classroom environment. Outdoor - all weather conditions and temperatures. Playground environment. Contact with the public, employees, children and parents. Exposure to noise, dusts, gas and fumes.

### **CONTROL, SUPERVISION**

Monitor control of students, volunteers and/or assistants in the classroom, playground, field-trips, lunchroom, library, school buses and other areas.

M: JOB35001  
Review: 10/1992  
Revised: 8/2002, 6/04

**CODE: 92652**  
**UNIT: Teacher**  
**FLSA: Exempt - Academic**  
**LENGTH: 10 ½ months**

**CLASSIFICATION TITLE**

CURRICULUM SERVICE PROVIDER

**SUMMARY**

This district level position provides curriculum and instructional support for teachers and school leaders under the direction of Curriculum, Instruction and Professional Development. This position supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement.

This position assists in overseeing the district's curriculum and instruction, linking teachers and other instructional staff with the resources and support they need to help students achieve in a standards-based system.

**MINIMUM REQUIREMENTS**

Valid Arizona teaching certificate

Arizona IVP fingerprint clearance card

Seven (7) years of teaching experience

Proven outstanding classroom teaching performance as evidenced by performance evaluation results

Experience analyzing and interpreting student achievement data and its application to instruction

Experience working with district adoptions and initiatives

Experience working with adult learners.

Knowledge and experience in planning, implementing and evaluating effective professional development, including but not limited to such activities such as coaching teachers

Knowledge and/or experience as a trainer in the Essential Elements of Instruction, or willingness to complete this requirement within one year

Knowledge of and/or experience as a trainer in the most recent Arizona State Standards (including the Common Core Standards) and district curriculum or willingness to complete this requirement within one year

Ability to apply current research in best practices to work with diverse student populations

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instruction

***Availability to work flex hours as needed, to include evenings and weekends.***

**PREFERRED QUALIFICATIONS**

Knowledge of Formative Assessment Support System Tools

Master's degree in Education, Curriculum & Instruction, a Core Content Area or a related field

Two (2) years experience working with adult learners

Three (3) years experience working with diverse populations

Three (3) years experience with Tucson Unified School District

Knowledge, experience or training in a coaching framework or methodology

Strong knowledge of the Danielson Framework and how it defines effective instruction and assessment practices.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization

Valid AZ Driver's License required within 10 days of hire. Must not have accrued eight points against driver's license within the past two years.

Transcripts must be from an accredited university or college and Transcripts or official diploma must be presented at the time of hire.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Assists teachers in implementing effective instruction and assessment strategies to meet students' differentiated learning styles and needs.

Determines teacher needs and provides support (onsite coaching and modeling of instructional strategies, whisper coaching, in and out coaching, data collection, reflective conversations, providing relevant feedback, co-planning, teacher visits/observations).

Provides training in researched-based instructional strategies at assigned sites.

Provides ongoing professional development in Arizona College and Career Ready Standards (ACCRS), assessment, instruction and other relevant curricular initiatives and instructional strategies.

Provides support and monitoring for the successful implementation of District instructional Programs and curriculum

Interprets data from the Department of Accountability and Research and state mandated assessments for instructional purposes in the classroom in collaboration with administration, support staff and teachers.

Trains teachers how to read data and how to use it in planning and driving the district's curriculum and the school's Continuous Improvement Plan.

Assists teachers in using the district curriculum pacing guide and aligning resources to set instructional outcomes.

Attends required district training to maintain job responsibilities.

Collaborates with district content area specialists, district and site leadership teams, and Teacher Mentors to support teachers.

Maintains a schedule that is available to all school personnel and documents in a weekly work log.

Documents classroom observations and follow-up with teachers

Assists schools in becoming professional learning communities by attending and helping facilitate grade level or department meetings to promote learning and professional growth opportunities.

Attends and participates in Mentor Academy Year 1, Mentor Forums and Cognitive Coaching, and CIPDA Academies.

Conducts walk-throughs with site administration to collect data and provides feedback toward the goals stated in the schools Continuous Improvement Plan.

Meet weekly with program coordinator and other Curriculum Service Providers.

Demonstrates flexibility and willingness to reflect and analyze personal professional practice.

Use district protocols consistently to collect and share classroom data with teachers and site administration.

### **MENTAL TASKS**

Written and verbal communication skills.

Assesses needs and progress and plans support.

Performs functions from written and oral instructions and from observing and listening to others.

Demonstrates critical thinking and problem-solving skills.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability is required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as telephones, computers, copiers and easels. Uses Microsoft Office Suite, including Outlook, Word, Excel and PowerPoint. Uses projection equipment, and other technology incorporated with curriculum such as SMART/Promethean boards.

### **WORKING CONDITIONS**

Indoor – office/classroom environment. Contact with the public, employees, and staff members

### **CONTROL, SUPERVISION**

None

M: Comp and Class/JOB 92652

New: 3/15

Update:10/16 FLSA, 3/19



**CODE: 92268**  
**Unit: EXC**  
**Grade: 01**  
**FLSA: Exempt**

**CLASSIFICATION**

COLLEGE AND CAREER READINESS COORDINATOR

**SUMMARY**

Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness, provides activities and services to meet the needs of the students. Consult with teachers, staff and parents and provide support to other educational programs and the Post Unitary Status Plan.

**MINIMUM REQUIREMENTS**

Masters degree in School Guidance and Counseling or a related area.

**PREFERRED REQUIREMENTS**

Arizona School Guidance and Counseling Certificate.

Experience working with diverse populations.

Arizona Teacher's Certification.

Three years experience as a teacher.

Three years experience as a school counselor.

Bilingual – Spanish/English.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

Valid AZ Driver's License required within 10 days of hire.

**ESSENTIAL FUNCTIONS**

*THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED*

**Guide and counsel groups and individuals**

- Conduct guidance learning activities (lessons) in classrooms and in small groups that meet the National Career Development Guidelines.
- Provide age-appropriate restorative school culture and climate learning activities for students and families
- Provide age-appropriate college and career readiness learning activities for students and families.
- Provide resources and information to help students take appropriate steps toward implementing their educational and career plans.

**Consult with teachers, staff and parents**

- Consult with and/or be a resource person for teachers to facilitate the infusion of the National Career Development Guidelines into the regular educational curricula with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness.
- Conduct in-service programs for faculty, parents, and community members.

- Conduct or provide opportunities for parent education programs.

**Evaluate and revise the program:**

- Use data to assess and evaluate progress.
- Comply with TUSD Post Unitary Status Plan
- Complete all required program documentation.

**MENTAL TASKS**

Communicating. Reading. Performs functions from written and oral instructions and from observing/listening to others. Evaluates written materials.

**PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Requires vision and hearing and the ability to speak, write, print and draw. May require lifting weights up to 50 pounds (children). Verbal communicative ability required.

**WORKING CONDITIONS**

Indoor. Classroom environment. All weather conditions/temperatures. Contact with the public, employees, children and parents. May have exposure to noise.

M:JOB35310  
New: 4/10



**CODE: 35056**  
**UNIT: Teacher**  
**FLSA: Exempt**

**CLASSIFICATION**

EXCEPTIONAL EDUCATION TEACHER

**SUMMARY**

Effectively manage the Exceptional Education learning environment to prepare lesson plans, provide specialized instruction, evaluate, monitor, and collect data on the students' performance in order to advance student achievement. Understand and appreciate diversity. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning. The Exceptional Education Teacher will complete required case management duties.

**MINIMUM REQUIREMENTS**

Arizona Special Education Teaching Certificate  
Structured English Immersion (SEI) Endorsement  
Appropriate Special Education Endorsement/Approved Area  
Arizona IVP Fingerprint Clearance Card

Certain endorsement/approved areas(s) may be required for highly qualified/appropriately carried purposes.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Prepare lesson plans and provide specialized instruction for students in with established curriculum and student need.

Assess student needs and performance. Develop, implement and evaluate daily lesson plans, to include scheduled activities and materials. Modify instruction to meet the needs of each child.

As appropriate plan, provide, and supervise community based instruction for students as defined by the Individualized Education Plan (IEP).

Collect and maintain data on student progress.

Plan, organize and display classroom materials appropriate to curricular activities.

Uses and implement classroom management techniques to maintain organization, orderliness, student safety, and a productive learning environment.

Plans instruction and implement instructional techniques to encourage and motivate students.

Evaluate students' performance regarding achievements in curriculum and activities. Make necessary provisions to meet learning needs.

Ensure parents and students are informed of methods of evaluation used in the classroom.

Inform parents of student progress and school activities. Advise parents of instructional methods that may assist student.

Assist parents in problem solving and acquiring the necessary knowledge and skills to support the development and implementation of their child's Individualized Education Plan (IEP).

Develop transition plans for students, if appropriate. This can include instruction in job skills, development of on-the-job (OJT) placements, supervision of OJT student placements, instruction in college & career readiness, demonstration and teaching use of tools and safety equipment, demonstration of production requirements used in work settings.

Participates as a member of an instructional team to promote Exceptional Education opportunities and activities for students consistent with district and school education objectives.

Acts as an Exceptional Education Student Case Manager with duties including, but not limited to advocating for students, collaborating with general education teacher when required, monitoring for accommodations being implemented, maintaining appropriate communication data, and all responsibilities for Exceptional Education compliance.

Collaborate with specialists as needed to assist students.

Observe behavior of children in the classroom and on the playground.

May monitor the activities of a teacher assistant and classroom volunteers.

Monitor on a regular basis confidential folders and IEPs to ensure accuracy, completeness, and compliance.

Adheres to all court orders, state and federal laws, and District policies and regulations pertaining to Special Education.

### **MARGINAL FUNCTIONS**

Order classroom supplies and instructional materials.

### **MENTAL TASKS**

Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Manages classroom. Promotes learning and ensures safety. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

### **WORKING CONDITIONS**

Indoor - classroom environment. Outdoor - all weather conditions and temperatures. Playground environment. Contact with the public, employees, children and parents. Exposure to noise, dusts, gas and fumes.

### **CONTROL, SUPERVISION**

Monitor control of students, volunteers and/or assistants in the classroom, playground, field-trips, lunchroom, library, school buses and other areas.



**CODE: 44011**  
**UNIT: WHITE COLLAR**  
**GRADE: 6**  
**FLSA: Non-Exempt**

**CLASSIFICATION TITLE**

INSTRUCTIONAL SPECIALIST – GENERAL SUBJECTS

*(\*the subjects will vary in the minimum qualifications and the equipment used will vary depending on the job.)*

**SUMMARY**

Instruct students in class subjects related to TUSD curriculum.

**MINIMUM REQUIREMENTS**

High School Diploma or G.E.D.

Associate's (or higher) degree, or two-years (60 Semester-Hour credits) of study at an institute of higher learning

**OR**

Completion of an AZ Department of Education-approved Academic Assessment Test.

Copy of diploma, transcripts or test results must be submitted at time of hire.

Two years of experience (\*department must provide subject(s) before advertisement).

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Any equivalent combination of experience, training, or education.

**PREFERRED QUALIFICATIONS**

Experience as a teacher aide.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

Employees assigned to certain sites that are working towards or hold NAEYC (National Association for the Education of Young Children) accreditation, are required to have or be pursuing ECE (Early Childhood Education) certification; ECE Certification is required within two years of hire.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Assists regular and Special Education students in subject(s) for instructional programs.

Implements lesson plans for students to include tasks and projects in a variety of subjects.

Corrects tests and book reports for content, grammar, spelling and sentence structure. Administers tests.

Plans and conducts informational lectures in subject areas.

Assists teacher with classroom instruction and in the preparation of tests for students. Distributes workbooks and recommends homework assignments to teacher.

Demonstrates the use and safety of hand and power equipment and materials.

Assists students in the preparation of school projects.

Prepares materials and substances for class projects.

Maintains the inventory of equipment and tools. Orders materials for projects as approved by principal.

### **MENTAL TASKS**

Communicates. Performs functions from oral and written instructions and from observing others.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Department must provide the equipment, tools, aids, materials required.

### **WORKING CONDITIONS**

Indoor. Classroom and shop environment. Outdoor. Playground environment. Contact with students, employees and public.

### **CONTROL, SUPERVISION**

None.

M: JOB44011

9/1999

Revised 11/99, 7/02, 4/03, 6/04, 8/04



**CODE: 35204**  
**UNIT: Consensus (TCH)**  
**FLSA: Exempt**

**CLASSIFICATION**

PROFESSIONAL DEVELOPMENT ACADEMIC TRAINER  
[Note: Central Administration Based Only, 10 ½ Months]

**SUMMARY**

This position serves as a member of a team, serving in multiple capacities to support district academic initiatives: teacher development; school development; cross content academic writing; instructional support for teachers; and support of district instructional goals.

**MINIMUM REQUIREMENTS**

Knowledge and/or experience as a trainer in the Essential Elements of Instruction, or willingness to complete this requirement within one year

Knowledge of and/or experience as a trainer in the most recent Arizona State Standards (including the Common Core Standards) or willingness to complete this requirement within one year

Master's degree in Education, Curriculum & Instruction, a Core Content Area or a related field

Arizona Teachers Certification with Arizona Structured English Immersion (SEI)

Arizona IVP fingerprint clearance card

Seven (7) years of teaching experience

Three (3) years experience working with at risk populations

Three (3) years experience providing professional development

***Availability to work flex hours as needed, to include evenings and weekends.***

**PREFERRED QUALIFICATIONS**

Three (3) years experience with Tucson Unified School District

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**PROFESSIONAL SKILLS REQUIRED**

Knowledge and or experience training in cognitive coaching or other similar coaching frameworks or methodologies

Demonstrates excellent communication skills, including coaching skills, writing competency, professional development presentation skills, well versed in the use and integration of technology, and flexibility.

Works successfully with diverse populations

Demonstrates successful collaboration

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Co-plans professional learning for Teacher/Coaches and provides ongoing support for the role.

Provides training in researched-based instructional strategies to teachers and principals.



Provides support and monitoring for the successful implementation and evaluation of District instructional programs.

Provides on site coaching and modeling of instructional strategies for teachers and site Teacher/Coach.

Interprets data from the Department of Accountability and Research and state mandated assessments for instructional purposes in the classroom in collaboration with administration, support staff and teachers.

Develops and facilitates curriculum using instructional school improvement framework.

Supports the development of district and site level assessment framework

Supports instructional initiatives under School Improvement Grants

### **MENTAL TASKS**

Written and verbal communication skills. Evaluates policies, practices, and other written materials. Performs functions from written and oral instructions. Reads and comprehends professional literature and materials required to effectively carry out role responsibilities. Demonstrates critical thinking and problem-solving skills.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is required to perform some aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as telephones, computers and copiers. Uses Microsoft Office Suite, including Outlook, Word, Excel and PowerPoint. Uses projection equipment, and other technology incorporated with curriculum such as SMART/Promethean boards.

### **WORKING CONDITIONS**

Indoor. Office environment. Contact with employees and the public.

### **CONTROL, SUPERVISION**

None

M: JOB35204

New: 5/2003

Revised 6/04, 12/06, 5/07, 5/11, 5/12, 2/13

Title Change 5/11

**CODE: 46032**  
**UNIT: WCL**  
**GRADE: 13**  
**FLSA: NON-EXEMPT**

**CLASSIFICATION TITLE**

STUDENT SUCCESS SPECIALIST

**SUMMARY**

Under general supervision plans, coordinates, and develops student/family mentor programs to increase student academic and social achievement. This position disseminates information regarding the mentor program, performs related work as assigned, and serves as the liaison between Tucson Unified School District (TUSD) and the business community for mentoring program.

**MINIMUM REQUIREMENTS**

Bachelor's degree in Education, Social Services, Counseling, or a related field.

**AND**

Four (4) years experience in providing direct services and program oversight for a program or project involving school age children.

**OR**

Associate's (or higher) degree **OR** 60 Semester-Hour credits from an accredited institution

**OR**

AZ Dept. of Education-approved Academic Assessment Test

**AND**

Six (6) years of progressive experience in providing direct services and program oversight for a program or project involving school age children.

**Plus all of the following:**

Arizona IVP Fingerprint Clearance Card

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Reliable mode of personal transportation

***Availability to work flex hours as needed, to include evenings and/or weekends***

**PREFERRED QUALIFICATIONS**

Extensive community contacts and experience.

Supervisory Experience.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

Valid AZ Driver's License required within 10 days of hire. Must not have accrued eight points against driver's license within the past two years.

Reliable mode of personal transportation with evidence of auto insurance policy. Coverage must be valid throughout term of employment.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Plans, coordinates, develops, and implements mentor program(s) and related activities for students and families. Monitors and reviews mentoring programs as necessary, recommends and implements changes as needed.

Develops comprehensive outreach plans to identify and obtain program participants and mentors.

Facilitates appropriate screening for mentors, and develops and implements training programs and workshops for mentors. Determines appropriate matches between a student and a mentor, and oversees mentoring schedules as needed.

Confers with appropriate TUSD personnel to identify and determine at-risk students' needs and interests to assist them with issues when transitioning in areas including but not limited to: middle to high school, high school to higher education, and high school to post high school career paths.

Confers with appropriate TUSD personnel to identify and coordinate individual student improvements plans and/or plans to promote long-term academic and social achievement.

May counsel and/or meet with students regarding career and life goals; assists them in setting achievable short and long-term goals.

Conducts home visits to provide information and support to students and families. Refers students and families to appropriate community or school resources as needed.

Promotes TUSD mentoring programs and collaborates with community agencies to promote and/or establish mentoring, intern, on-the job training and/or career opportunities for program participants.

Serves as a resource to TUSD personnel regarding available mentoring programs.

Maintains pertinent records and data for mentoring program; prepares ad hoc reports as requested. Maintains confidential records of interactions with students and families.

Adheres to all district, federal, and state regulations regarding student programs and volunteer participants.

Assists in special programs, projects or functions in support of supervisor or assigned area.

### **MARGINAL FUNCTIONS**

Tutors students in regular curriculum classes such as language arts, mathematics, science, reading and social studies.

May transport students and families as needed.

May counsel and/or meet with students and families regarding attendance and advise them of TUSD attendance policies.

### **MENTAL TASKS**

Communication. Ability to understand written and verbal instructions. Evaluation. Comprehension. Observes behavior of students in the classroom.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Operates a motor vehicle. Use office and education equipment such as telephones, computers, printers, copiers and overhead projectors.

### **WORKING CONDITIONS**

Indoor. Office/classroom environment. Outdoors, exposure to varying types of weather conditions. Contact with students, parents, employees and public. Exposure to noise.

**CONTROL, SUPERVISION**

Monitor control of assigned personnel

M:Comp and Class/JOB46032

New: 6/14

**CODE: 92243**  
**UNIT: Exempt Coord EXC**  
**GRADE: 2**  
**FLSA: Exempt \***

**CLASSIFICATION TITLE**

PROGRAM COORDINATOR

**SUMMARY**

Coordinates the activities and functions of designated programs. Analyzes, evaluates and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.

[A "program" refers to carrying out a specific service or specific activity within a department or the district.]

Note: Specific summary information relating to the program for this position will be provided by the department and approved by Human Resources

**MINIMUM REQUIREMENTS**

Bachelor's Degree.

**AND**

Four years of experience administering or coordinating programs.

**OR**

Eight (8) years of progressive experience administering or coordinating programs.

Knowledge and ability to use word processing, database, and spreadsheet programs.

One (1) year of supervisory experience.

Knowledge of federal and state legislative requirements related to specific program.

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Any combination of experience, training, or education.

***Some positions within this classification may require some type of certification.***

**PREFERRED QUALIFICATIONS**

Master's Degree.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools.

Supervises and evaluates assigned personnel

Provides training, organize conferences and chair committees related to program.

Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications.

Monitors and approves program expenditures. Prepares or assists with funding or budget proposals.

Confers with and advises staff, students, community members, or others of program goals and objectives, and of the means to achieving those goals and objectives. Collaborates with community, governmental and/or social service agencies as needed.

Prepares periodic reports, financial statements and records on program activities, progress or status.

Adheres to all federal and state laws, court orders, and District policies and regulations.

**MENTAL TASKS**

Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

**PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as telephone, computer, printer and copier.

**WORKING CONDITIONS**

Indoor. Office environment. Contact with employees, students and public.

**CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M:Comp and Class/ JOB 92243  
New: 7/06  
Revised 5/13, 3/14  
USP Reviewed 5/13  
Updated per FLSA 12/1/2016

\*\*Position meets Administrative duties Exemption test.  
Position stays exempt

**CLASSIFICATION**

Multi-tiered System of Support (MTSS) Facilitator

**REPORTS TO:**

Multi-tiered System of Support (MTSS) Coordinator  
Curriculum and Instruction Department

**SUMMARY**

The MTSS Facilitator will facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data. Promotes the practice in the areas of student's academic, social and emotional, and behavioral needs. Works in collaboration with Teachers, Counselors, Student Success Specialists, and Principal to further the work of the Unitary Status Plan in the area of Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students of color in the school.

**MINIMUM JOB REQUIREMENTS**

Valid Arizona teaching certificate with Arizona SEI (Structured English Immersion).

Five years successful teaching experience with diverse student populations at any level.

Experience facilitating staff development in the areas of classroom management, tier one instruction, and interpreting data.

Knowledge of the implementation of the Response to Intervention for academics, social emotional and behavior and the ability to communicate this process with staff.

Previous experience with academic behavior interventions.

Any equivalent combination of experience, training, or education.

Arizona IVP Fingerprint Clearance Card.

**PREFERRED QUALIFICATIONS**

Master's degree in Curriculum, Teaching, Educational Administration, subject matter, or related field.

Knowledge and or experience training in cognitive coaching or other similar coaching frameworks or methodologies

Knowledge of Restorative Practices and Positive Behavior Intervention Strategies (PBIS).

Knowledge of and/or experience as a trainer in the most recent Arizona State Standards or willingness to complete this requirement within one year.

Bilingual

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Assess training needs and work with individual teachers or teams of teachers to provide support, coaching, and feedback through reflective dialogue.

Apply current research in best practices to work with diverse student populations.

Meet deadlines.

Understand and can apply concepts of adult learning and motivation.

Work as a member of the team to support implementation of restorative and positive practices.

Use best practices for coaching/modeling or observing in a formative way and providing feedback through reflective dialogue for teachers.

Analyze school level, grade level, and classroom data in order to identify strengths and weaknesses and plan targeted support to improve the effectiveness of the MTSS program.

Collaborate with teachers in their Professional Learning Communities to review data and reflect on instruction as it relates to positive behavior intervention strategies.

Facilitate small group learning of new content, pedagogy, and instructional strategies.

Assist the Administration with planning & implementing building level professional development focused on restorative practices.

Demonstrate/model lessons for classroom management, instructional strategies, etc.

Plan and implement staff development activities based on corrective action plans to ensure discipline practices are language accessible.

Provide on site support and monitoring for the successful school wide implementation and evaluation of any site instructional initiative.

Serves as an advocate for families who are seeking optional program placements for their children.

### **MENTAL TASKS**

Communicates – verbally and in writing. Reads. Analyzes and evaluates teacher progress and course curriculum. Develops, implements and evaluates plans. Perform functions from written and oral instructions and from observing and listening to others. Evaluates written materials to include written assignments and tests.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

### **WORKING CONDITIONS**

Indoor - classroom environment. Contact with the public, employees, and staff members.

### **CONTROL, SUPERVISION**

No formal authority for control or supervision.



# TUCSON UNIFIED

SCHOOL DISTRICT

## **RESTORATIVE PRACTICES FACILITATOR**

**UNIT:** CWA Supervisory/Professional  
**FLSA:** Non-Exempt

### **REPORTS TO**

MTSS Coordinator

### **SUMMARY**

The Restorative Practices Facilitator shall serve as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges regarding campus discipline, and shall serve as the facilitator regarding the school's implementation of PBIS.

### **MINIMUM REQUIREMENTS**

Bachelor's Degree in Social Work or related field

Experience working with diverse student populations in an educational or volunteer setting

Experience with educational training in conflict mediation, restorative practices, and the coordination of programmatic interventions for substance abuse and to meet the socio-emotional needs of children and adolescents

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Experience working with diverse populations.

Master's degree in Social Work or related field

Restorative Practices Training.

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

Bloodborne Pathogen training offered by TUSD Risk Management Department.

### **ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Serves as the school/ site coordinator for the TUSD student mediation program (scheduling, tracking, follow up, assignment, and training)

Serves as the school/site coordinator for PBIS and all related PBIS professional development and training

Serves as the school/site's discipline team facilitator

Facilitates weekly meetings with the site discipline team to identify trends and areas of challenge regarding student management and behavior, trends in disciplinary infractions, and any trends in racial/ethnic disparities with regard to disciplinary infractions and consequences, specifically Level 3,4, and 5 infractions.

Establish and facilitate re-integrative counseling/mentoring for students.

Coordinates school wide responses to weekly discipline team data in the areas of adjusted practices, professional development, and systematic interventions.

Coordinates support groups for students in the areas of tolerance education, positive choices/ impulse control, drug and alcohol awareness, conflict resolution, and any additional area needed to meet the socio-emotional needs of the student body.

Maintains a working caseload of the school's identified Tier 3 (behavior/ non EXED) students, ensuring that each student receives the appropriate behavioral interventions on an individual basis (behavior plan).

Assists the School Community Liaison with the procurement of community resources and the services of relevant community agencies to meet the needs of the student body.

Collaborates with School Leadership and staff to develop a customized plan based on the needs and goals of students.

Provides implementations support and co- facilitation opportunities with staff to practice their skills

Assists students to resolve and prevent conflicts.

Deliver training for parents and teachers in basic Restorative concepts and skills.

Facilitates Restorative Circles for behavioral and academic success.

Provides implementations support and co- facilitation opportunities with staff to practice their skills.

Collaborates with teachers to learn and incorporate those informed strategies with students to resolve classroom issues

Adhere to all court orders, state and federal laws, and District policies and regulations.

Perform other duties as assigned.

#### **MENTAL TASKS**

Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

#### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

#### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office equipment such as telephone, computer, printer, and copier.

#### **WORKING CONDITIONS**

Indoor, classroom environment. All weather conditions/temperatures. Contact with employees, students and public.

#### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M:Comp and Class  
New: 12/16  
Rev: 4/22

# TUCSON UNIFIED SCHOOL DISTRICT

## TEACHER ASSISTANT

**UNIT:** TEA White Collar/Food Service

**FLSA:** Non-Exempt

### **SUMMARY**

Assists teachers in performing their classroom teaching responsibilities.

### **MINIMUM REQUIREMENTS**

Speak, read, and write in English.

One (1) year of experience working with youth.

High School Diploma or G.E.D.

**AND**

Associate's (or higher) degree

**OR**

60 Semester-Hour credits from an accredited institution

**OR**

AZ Dept. of Education-approved Academic Assessment Test

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Related training or education

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

Copy of diploma, transcript or test results must be submitted at time of hire.

Bloodborne Pathogen training offered by TUSD Risk Management Department.

### **ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Assists individual students and groups of students in performing their assignments in accordance with teacher guidelines. Reviews and explains lessons to them. May also assist students in the use of the English language.

Under the teacher's supervision, develops and implements lesson plans and instructs students in subjects such as creative writing, handwriting, art, language arts, social studies, and math in accordance with the curriculum guide.

Assists teacher in arranging students into cooperative reading groups. Coordinates a group discussion of a story and encourages all students' participation. Reinforces the development of comprehension, vocabulary, and pronunciation skills.

Assists teacher in developing lesson plans for students. Implement instructional games in areas such as spelling or math to reinforce lessons. Prepares supplies and materials needed for lessons.

Scores tests, workbooks, book reports, assignments and homework in accordance with teachers answer key. Records grades and scores in teacher's grade book or by computer entry.

Orders instructional supplies and materials and maintains the classroom inventory. Maintains student files.

Arrange field trips for students. Contacts parents to participate and arranges for transportation. Also collects money and records amount received.

Perform clerical functions such as typing, filing, laminating, and copying

Compile an honor roll report and assists in the preparation of report cards for distribution. Assist teacher in the administration of tests. Translates tests. Arrange and participate in teacher/parent/staff conferences to review student's progress.

Assist students with special projects such as computer lab, cooking and sewing.

Assists students in developing their library skills in areas such as how to research, how to use the card index and how to check out a book.

Adhere to all court orders, state and federal laws, and District policies and regulations.

Perform other duties as assigned.

### **MARGINAL FUNCTIONS**

Prepare bulletin boards of current events and prepares display of students' works and achievements. Decorates classroom with appropriate themes during the school year.

Takes attendance. Prepare the hot lunch count of students and records amount of money received for lunch. Inform Food Service personnel of number of students ordering hot lunch.

Monitors student behavior in class. Assists teacher in disciplining students for misconduct in accordance with the Student Code of Conduct.

Arrange student learning centers for children in appropriate grade areas.

Attend and participates in instructional workshops and in-services to improve methods of instruction and performance in the classroom.

### **MENTAL TASKS**

Communicates. Comprehends. Reads to children. Evaluates written material.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is required only to supplement normal sedentary work. Assistance is available in the event heavy physical exertion is required. Work may involve occasional lifting and carrying weights up to 25 pounds. Moderate walking, stooping, bending, reaching, and sitting for extended periods may be required as a normal part of the job. Employees may be required to obtain a driver's license in some instances. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Utilizes office equipment such as typewriter, copier, and computer.

### **WORKING CONDITIONS**

Indoors. Classroom, library, lunchroom environment. Outdoors. Playground. Exposure to noise.

### **CONTROL, SUPERVISION**

Monitor students indoors and outdoors.