

Revised: 09/18/08

SPEECH AND LANGUAGE PATHOLOGY ASSISTANT
FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Speech and Language Pathology Assistant

CATEGORY: Classified Non-Exempt

SALARY RANGE: Range 23

Definition:

WORK YEAR: 203 days

POSITION DESCRIPTION:

Under ~~limited~~ general supervision, ~~to assist~~ assists a certificated Speech/Language, Speech and Hearing Specialist (LSH Pathologist (SLP)) or other professional staff in providing a variety of speech remediation services to special education students in accordance with Individualized Education Program (IEP) goals; ~~to provide~~ provides remediation in speech and language skills to students with special needs, including activities designed to develop pre-language and language skills, oral-motor control for speech production, and vocalization; ~~and to do related work as required.~~

Essential Job Functions:

PERFORMANCE RESPONSIBILITIES (ESSENTIAL FUNCTIONS):

- Without interpreting the data, ~~conduct~~ conducts informal speech and language screening using protocols developed by the LSHSLP.
- Conducts speech-language remediation for special education students as developed by the LSHSLP.
- Conducts documented treatment plans or protocols developed by the LSHSLP.
- Assists LSHSLP during assessments, as needed for bilingual students.
- Provides support to LSHSLP staff.
- Exhibits compliance with regulations and reimbursement requirements.
- Prepares materials and/or equipment for use in remedial activities.
- Attends and participates in program planning sessions.

- Assists ~~LSHSLP~~ in providing in-service training to parents and staff as needed.
- Assists with classroom management.
- Administers, monitors, and assists students in a variety of tests as directed.
- Performs checks and maintenance ~~of on~~ equipment.
- Assists with routine clerical duties.
- Keeps and maintains anecdotal notes, charts, and records on student progress.
- Collects data for monitoring quality improvement.
- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit.

Minimum

Job Requirements – Qualifications:

Knowledge of:-

- ~~School and community relationships and community problems, interests and concerns.~~
- ~~General needs and behaviors of students with speech and language disabilities.~~
- ~~The economic and social needs of low income families;~~

Ability to:

- ~~Possess strong written, verbal communication, and presentation skills.~~
- ~~Effectively cope and manage attitudes and behaviors of children.~~
- ~~Understand and respond with sensitivity to the conditions and requirements of special needs children.~~
- ~~Establish and maintain effective and cooperative working relationships.~~

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

- ~~Work independently and as a team player.~~
- ~~Maintain flexibility and utilize sound judgment.~~
- ~~Maintain strict confidentiality.~~
- ~~Understand and communicate effectively with children and adults of diverse racial and cultural backgrounds.~~

- ~~• Concentrate on current task in spite of distractions in an active, busy environment.~~
- ~~• Work on more than one task at a time.~~
- ~~• Read and comprehend handwritten or typed documents, and the display screen of various equipment and machines.~~
- ~~• Demonstrate manual dexterity necessary to operate a computer and other office/classroom equipment in a safe and efficient manner.~~
- ~~• Demonstrate motor skills and mobility sufficient to participate in the educational process.~~
- ~~• Maintain regular, steady attendance.~~

Education:

- ~~High School Diploma~~school diploma or ~~equivalent~~equivalency
- ~~BA Bachelor's Degree~~ in ~~Speech Pathology~~speech pathology or a related field (must possess or obtain a Speech-Language Pathology Assistant Certificate within 10 months of employment) OR
- ~~_____~~Possession of a Speech-Language Pathology Assistant Certificate

Experience:

- One (1) year of work experience or verifiable volunteer experience working with school age children

Licenses, Certifications, and/or Clearance Requirements:

- ~~Must possess a valid~~Department of Justice Fingerprint Clearance
- Valid California ~~driver's license.~~Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Verified copy of high school diploma or equivalency
- Verified Bachelor's Degree in speech pathology or a related field
- Valid Speech-Language Pathology Assistant Certificate (possess or obtain within 10 months of employment)

KNOWLEDGE AND ABILITIES:

Knowledge of:

- School and community relationships and community problems, interests, and concerns
- General needs, learning styles, and requirements of students as defined by special education
- Economic and social needs of low-income families
- Speech-language pathology equipment, materials, and procedures
- Language and articulation development in children

- Student behavior management techniques and strategies
- Record-keeping and record management
- Computer usage, including related software
- Developmental and age appropriate assessment and intervention activities
- Basic math, including calculations using fractions, percentages, and/or ratios
- English usage and grammar
- Health standards and hazards
- Pertinent codes, policies, regulations, and/or laws
- Safety practices and procedures
- Stages of child development

Ability to:

- Understand and respond with sensitivity to the conditions and requirements of special needs children
- Establish and maintain cooperative and effective working relationships with others
- Effectively cope with and manage the attitudes and behaviors of children
- Make decisions based on sound judgment, honesty, and integrity
- Work independently and as a team player

Maintain flexibility and utilize sound judgment

Desirable Qualifications:

- ~~Ability to read, write, and speak Spanish fluently.~~
- Maintain a variety of records and strict confidentiality of information
- Communicate effectively, both orally and in writing
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Handle interruptions and multiple tasks simultaneously
- Adapt to changing work priorities
- Adhere to safety practices
- Analyze situations to define issues and draw conclusions
- Meet deadlines and schedules
- Operate equipment using standardized methods
- Review and interpret highly technical and detailed information/data
- Work successfully in a diverse environment
- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)
- Support students with physical and/or social/emotional needs

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works in an indoor classroom and office environment

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Demands~~and Working Conditions:~~

Light to moderate – occasionalThe physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting and standing for extended periods of time
- Pulling, twisting, reaching, bending, stooping, and squatting
- Hand and finger dexterity to perform job duties and manipulate objects
- Talking and hearing to communicate
- Seeing to read documents and a computer screen
- Occasional lifting, pushing, and/or pulling 35 of objects weighing 25 pounds, with maximum with lifting and/or carrying of objects weighing up to 4050 pounds.

Original Board Approval: 08/23/2007

Revised: 09/18/2008; 12/18/2025

Revision: 9/18/2013

EDUCATIONAL INTERPRETER
FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Educational Interpreter

CATEGORY: Classified Non-Exempt

SALARY RANGE: Range 21

Definition:

WORK YEAR: 203 days

POSITION DESCRIPTION:

Under the general supervision of the ~~DH/H coordinator~~Deaf/Hard of Hearing (D/HH) Coordinator and D/HH teachers, provides voice-to-sign and sign-to-voice interpretation; facilitates communication in manual and/or oral interpreting among students, teachers, staff, administrators, parents, and others in a variety of settings; voice and clarify communications; use total communication as appropriate. Positions in this class require proficiency in recognized sign language: American Sign Language (ASL) and/or Pidgin Signed English (PSE); must be able to translate English to ASL or PSE; must have the ability to voice and clarify communications; use total communication as appropriate; act as an interpreter at school functions/meetings.

Class Characteristics:

~~Positions in this class require proficiency in recognized sign language: American Sign Language (ASL) and/or Pidgin Signed English (PSE); must be able to translate English to ASL or PSE; must have the ability to voice and clarify communications; use total communication as appropriate; act as an interpreter at school functions/meetings.~~

Examples of Duties:

Perform

PERFORMANCE RESPONSIBILITIES (ESSENTIAL FUNCTIONS):

1. ~~Performs~~ specialized duties requiring the application of and proficiency in accepted and designated sign languages, such as Signed English,

American Sign Language, Signing Exact English, Pidgin Sign English, and fingerspelling.

2. ~~Interpret~~Interprets mainstream and self-contained classroom lectures, group discussions, movies, plays, tapes, records, and general classroom instructions.
3. ~~Translate~~Translates simultaneously and/or consecutively from sign language used by D/HH persons into spoken English, which can be understood by hearing persons.
4. ~~Tutor~~Tutors and ~~assist~~assists D/HH students, individually or in groups, in academic or elective subjects.
5. ~~Interpret~~Interprets and ~~translate~~translates for assigned D/HH students at or during school day activities/events, assessments/testing, meetings, assemblies, telephone calls, and informal conversation within the educational setting.
6. ~~Prepare, design~~Prepares, designs, and ~~develop~~develops instructional materials to assist D/HH students in a learning environment under the direction of a certificated teacher.
7. ~~Research~~Researches specific terminology germane to various disciplines as appropriate to the assignment; ~~develop~~develops appropriate signs to communicate classroom material ~~/ and~~ lectures as necessary.
8. ~~Assist~~Assists students in learning ~~/ and~~ practicing appropriate living ~~/ and~~ social skills and behaviors such as safety procedures, communications, ~~skills,~~ independence, and decision-making necessary for "mainstreaming".
9. ~~Consult~~Consults with integrated class teachers to determine where students may need special help and provide the help through tutoring.
10. ~~Assist~~Assists in the planning and conducting of interpreter workshops.
11. ~~Adheres to the Professional Code of Conduct established by the Registry of interpreters~~Interpreters for the Deaf.
12. ~~Acts as an~~ an interpreter, as needed, at Individual Education Plan (IEP) meetings.

- ~~Minimum~~Assists with classroom management.
- Administers, monitors, and assists students in a variety of tests as directed.
- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit.

Job Requirements – Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of

the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

Knowledge of:

~~The nature of deafness and its effect on the language development of the Deaf child; sign language systems used by the deaf; the concept of total communication; Use of residual hearing, speech reading, and manual communication.~~

Ability to:

~~Translate the spoken word into the language of signs at a normal conversational rate using Signed English, Signing Exact English, Pidgin Sign English, American Sign Language and fingerspelling; reverse interpret from sign language to the spoken word in one or more sign language systems; tutor students in academic subjects at a secondary level.~~

- ~~• Credentials and Completion of high school or equivalency~~

Experience:

- ~~• One (1) year of experience interpreting in an educational setting~~
- ~~• One (1) year of experience working or volunteering with school-aged children~~

Licenses, Certifications, and/or Clearance Requirements:

- ~~• Department of Justice Fingerprint Clearance~~
- ~~• Valid California Driver's License~~
- ~~• Insurability by the District's liability insurance carrier~~
- ~~• Tuberculosis/Drug Screen Clearance~~
- ~~• Verified copy of high school diploma or equivalency~~
- ~~• Must possess a valid Registry of Interpreters for the Deaf (RID) certification, or in lieu of a RID certification, an educational interpreter shall have received a score of 4.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter and Receptive (ESSE-I/R), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment; a desired experience of interpreting one year in the educational setting.~~

KNOWLEDGE AND ABILITIES:

Knowledge of:

- The nature of deafness and its effect on the language development of the deaf and hard of hearing child
- Sign language systems used by the deaf
- The concept of total communication
- Use of residual hearing, speech-reading, and manual communication
- Basic core standard curriculum subjects
- Basic math, including calculations using fractions, percentages, and/or ratios
- Computer usage, including assigned computer hardware/software (e.g., email, informational search)
- Modern office methods, procedures and equipment, including filing systems, receptionist, letter and report writing
- English usage, grammar, punctuation, and spelling
- General needs, learning styles, and requirements of students with developmental, behavior, and emotional problems as defined by Special Education
- Group behavior and dynamics
- Safe practices in the instructional environment
- Use of special population communication tools and techniques

Ability to:

Translate the spoken word into the language of signs at a normal conversational rate using Signed English, Signing Exact English, Pidgin Sign English, American Sign Language

Education:

High School Diploma/equivalent or higher.

Certificate Required:

- ~~Some positions in this class may require the possession of a valid California Driver's License and use of a car during working hours.~~
- Incorporated within, and fingerspelling.
- Reverse interpret from sign language to the spoken word in one or more of the previously mentioned performance responsibilities, which sign language systems
- Tutor students in academic subjects
- Accomplish goals with changing job conditions
- Adhere to safety practices
- Apply appropriate de-escalation techniques in a crisis situation

- Assist students as needed with technologies that support student learning
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Identify issues and resolve problems
- Maintain a variety of records and confidentiality of information
- Monitor student behavior and provide corrective guidance as necessary
- Observe and record student behavior and progress as part of data collection
- Support students with physical and/or emotional disabilities and/or behavioral disorders
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Utilize a variety of job-related equipment
- Work well both independently and as part of a team
- Work successfully in a diverse environment
- Utilize interpersonal skills with tact, patience, and courtesy
- Make decisions based on sound judgment, honesty, and integrity
- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job description, are the following. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential physical requirements: functions.

- Works in an indoor classroom environment, as well as various other meeting rooms

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Demands and Working Conditions:

• Digital dexterityThe physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- ~~☐~~ Standing, walking, and sitting for extended periods
- Dexterity of hands and fingers to perform sign language and operate common office equipment.
- ~~•~~ ~~☐~~ Seeing to read printed matter and computer screens
- ~~☐~~ Talking and hearing to communicate
- ~~☐~~ Bending, twisting, stooping, and reaching
- Lifting, pushing, and pulling light weight objects
- Ability to work at a desk and attend meetings of various configurations.
- ~~Ability to read printed matter and computer screens.~~
- ~~Ability to communicate so others will be able to clearly understand a normal conversation.~~
- ~~Ability to understand speech at normal levels.~~
- ~~Ability to bend, twist, stoop and reach.~~

Original Board Approval: 9/18/2013

Revised: 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Teacher Aide (Moderate to Severe)___

CATEGORY: ~~Non-Exempt~~ Classified
~~Contract~~Non-Exempt

REPORTS TO (BY TITLE): ~~School Principal and/or Special Services Coordinator~~

SALARY RANGE: ~~Classified~~ Range 135

WORK YEAR: ~~10 Months~~ 203 days

POSITION DESCRIPTION:

Under general supervision, assists teachers with a wide variety of special education students; performs a wide variety of duties involving immediate contact and close supervision of children; assists students by providing and developing ~~students~~ adaptive and behavioral skills; ~~and~~ performs a variety of clerical duties ~~of~~ ~~average~~ ~~difficulty~~.

~~Class~~ ~~Characteristics:~~
~~Positions in this class are established to assist teachers in providing close attention to every child in the classroom. Positions are assigned where they are required to lift and move; lifts and moves~~ children, some of whom are in wheelchairs and diapers, and some of whom have reached adult size. ~~Incumbents perform general duties and play a major role in assisting; assists~~ the teacher in caring for the physical needs of the children. ~~Supervision of the; assists~~ children ~~is unceasing during the day. The incumbents may eat lunch with the children and carry on a habit training program in etiquette, hygiene, manners and development of skill in using eating utensils. Some positions in this class may assist students with moderate to severe disabilities to develop behavioral and vocational skills. Incumbents may also participate in the transportation of children with moderate to severe disabilities to job training sites or occasional field trips to become as independent as possible.~~

~~In conjunction with teachers and resource specialists, assists children to become as independent as possible by teaching them to perform such activities as sitting, communicating, eating, walking, manipulating objects and moving around independently in their environment.~~

DUTIES AND PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

~~Carry~~

1. ~~Carries~~ Carries out instructional plans as designated by the special education teacher and the student's Individual Educational Plan (IEP).
2. ~~Learn~~ Learns the behavior characteristics of each child in the classroom to which they are assigned, including allergies, seizures, and medication needs; conducts daily check-ins with students to assess their well-being, mood, and any potential concerns they might have.
3. ~~Protect~~ Protects the safety of others in the group.
4. ~~Assist children in~~ Performs routine tasks such as diaper changing, toileting, lifting children from one place to another, and arranging furniture and supplies; assists children with personal grooming, including occasional bathing and/or shampooing.
5. ~~Supervise~~ supervises the toilet area.
6. ~~Assist~~ Helps children ~~with toileting and cleaning after toilet accidents.~~
7. ~~Assist children in achieving~~ learn to achieve coordination in physical education activities.
8. ~~Help children learn coordination and social skills.~~
9. ~~Help small groups of children in the use of (e.g., bowling, swimming, skating), school activities (e.g., use crayons, pencils, scissors, puzzles, and with general clean up) and social skills.~~
- ~~Assist~~ Assists with classroom management.
10. ~~Assists~~ Assists children in small groups with work training, skill development, and ~~in~~ helping children to evaluate and complete their ~~chore~~ tasks.
11. ~~Assist~~ Assists in the preparation of teaching aids and devices.
12. ~~Help~~ Helps prepare room for activities.
13. ~~Confer~~ Confers with ~~teacher~~ teachers in planning and counseling relative to ~~problems~~ issues being experienced by individual children.
14. ~~Assist~~ Assists children with food preparation and food service and with standards of health and sanitation.
15. ~~May assist or teach children to bowl, swim, skate, or participate in special athletic events.~~
16. ~~Perform such routine tasks as diaper changing, toileting, lifting children from one place to another; arranging furniture and supplies.~~
17. ~~Feed~~ Feeds children in conjunction with teaching them to hold a cup, swallow, chew, tolerate various textures, identify foods, reach and grasp, and feed themselves.
18. ~~Position~~ Positions and ~~reposition~~ repositions children to stimulate development or relieve or prevent improper pressure; helps students transition safely in the classroom.
19. ~~Teach~~ Teaches children ~~to crawl, walk, climb, grasp, throw, bend~~ various basic activities (e.g., crawling, walking, climbing, grasping, throwing, bending, or sit.

- ~~20. • Teach children to communicate~~ sitting) and communicating orally and in other ways.
- ~~21. • Maintain~~ Maintains and ~~respect~~ respects the confidentiality of student information.
- ~~22. • Ride bus~~ Rides buses with ~~students~~ students when needed.
- Perform Collects data on student behavior, toiletry, and food habits and prepares reports of the data for the teacher to review.
- Manages student behaviors by setting clear expectations, routines, and consequences to foster a positive and productive learning setting; deescalates tense student behavior situations.
- Provides direct support to students under the direction of a behavior program specialist.
- Conducts small-group and large-group instruction for subjects in reading, writing, math, and science; creates visuals, including social stories, token boards, prompts, and manipulations.
- Assists students with basic computer problems.
- Administers, monitors, and assists students in a variety of tests as directed.
- ~~23. • Performs other related duties consistent with~~ as assigned to ensure the ~~scope~~ efficient and ~~intent~~ effective functioning of the ~~position.~~ work unit.

JOB

Job Requirements – Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Possession of a high school diploma or equivalency AND any one of the following:
 - Completion of two (2) years of higher education study (48 semester units or 72 quarter units)
 - Possession of an Associate Degree or higher degree
 - Passage of a Fontana Unified School District (FUSD)-approved paraprofessional exam or possession of an FUSD-approved paraprofessional certificate

Experience:

- Two (2) years of experience working or volunteering with school-aged children

- One (1) year of experience working with special education student (preferred)

Licenses, Certifications, and/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Crisis Prevention Intervention Certification within 60 days of employment
- First aid and CPR certifications
- Verified copy of high school diploma or equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR
 - Verified copy of an Associate Degree or higher OR
 - Verified copy of paraprofessional certificate
- ABA training certifications (preferred)

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Basic math, ~~reading~~
- English usage and ~~interpreting instructions and understanding multiple step instructions~~ grammar
- Problems related to training ~~of trainable~~ special education children
- General needs, learning styles and requirements of students as defined by Special Education
- Personal hygiene practices and procedures
- Safety practices and procedures
- Communication systems and other appropriate strategies and methods for shaping children's behaviors
- Concepts taught in Crisis Prevention Intervention training programs
- Data collection and usage
- Records management, storage, and retrieval
- Computer usage, and related software
- Operation of standard office equipment

Ability to:

- Understand the needs ~~and behavior~~ of children ~~and possess a genuine liking for children.~~
- Support students with physical and/or social/emotional needs

- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Act (IDEA)
- Communicate with children and motivate them to participate in learning activities.
- Learn to teach in special subject matter areas or to teach children who have special learning needs by watching teachers or specialists.
- Develop and maintain cooperative and effective working relationships with diverse groups of children ~~and adults.~~ adults, teachers, parents, and other professionals
- Understand and carry out oral and written instructions.
- Supervise children in the classroom and out-of-doors.
- Perform general clerical tasks and learn the operation of office equipment and devices.
- Provide basic physical care to moderate ~~to~~ severely disabled students.
- Communicate effectively, both orally and in writing
- Maintain ~~up~~ confidentiality of student information
- Remain flexible in a fast-paced and rapidly changing environment
- Remain calm and patient in challenging situations ~~to date knowledge and skills related~~ de-escalate conflict and provide emotional support to students
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Learn and interpret special education principles, practices, and methodologies
- Learn and apply behavior management techniques and strategies for students with disabilities
- Learn and implement educational technology and assistive devices used in special education settings
- Work successfully in a diverse environment

WORKING CONDITIONS:

Environment:

- The work environment characteristics here are representative of those an employee encounters while performing the ~~scope and responsibility of essential functions of this job.~~ Reasonable accommodations may be made to enable individuals with disabilities to perform the ~~position.~~ essential functions.
 - ~~Maintain regular, consistent attendance.~~
- Works primarily in an indoor classroom environment

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Requirements/Demands:

~~• Fine manual dexterity~~The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- ~~•~~ Standing and walking frequently and sitting for extended periods
- ~~•~~ Dexterity of hands and fingers to operate common office equipment and appliances
- ~~•~~ Working at a desk and meetings of various configurations
- ~~•~~ Sitting and/or standing for extended periods
- ~~•~~ Reading/Seeing to read printed matter and computer screens
- ~~•~~ Communicating so others will be able to clearly understand a normal conversation
- ~~•~~ Talking, hearing and understanding speech at reasonable volume to communicate
- ~~•~~ Near and far visual acuity/depth perception/color vision/field of vision
- ~~•~~ Bending, twisting, stooping, crawling, kneeling and reaching
- ~~•~~ Ability to lift, carry, push and/or pullLifting, carrying, pushing, and/or pulling up to 50 pounds frequently, and up to 100 pounds with proper assistance
- ~~•~~ Frequent lifting and/or carrying up to 60 pounds

MINIMUM QUALIFICATIONS

Education:

~~Must demonstrate Highly Qualified status using the following education requirements~~

- ~~• Possession of a High School Diploma or equivalent AND any one of the following:~~
 - ~~• Passage of a Fontana Unified School District (FUSD) approved Paraprofessional Exam or possession of an FUSD approved Paraprofessional Certificate.~~

DESIRED QUALIFICATIONS

Original Board Approval: 08

- ~~• Two (2) years of experience working or volunteering with school aged children~~

~~NECESSARY MATERIALS~~

~~License:~~

- ~~• Possess a valid and appropriate California Driver's License~~

~~Approved: 8/23/2007~~

Revised: ~~5/6~~05/06/2015; ~~6/3~~06/03/2015; 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Transitional Aide

CATEGORY: ~~Non-Exempt~~ **Classified Contract** **Non-Exempt**

REPORTS TO (BY TITLE): ~~Site Administrator and/or Special Services Coordinator~~

SALARY RANGE: ~~Range 135~~

WORK YEAR: ~~10 months per year~~ **203 days**

POSITION DESCRIPTION:

Definition:

Under general supervision ~~of Site Administrator and/or Coordinator, Special Services~~, provides educational support and a full continuum of services within the program to identified students who are transitioning within the Special Services Program. ~~Transitional Aides may be required to work; works~~ with students on an individual basis, in large or small groups, and provide in-classroom support to the regular and special education program.

Class Characteristics:

~~Position is~~ Positions in this class are itinerant in that incumbents may be required, based upon the needs of the district and as determined by Special Services, to change school assignments annually and work in a variety of classroom environments. ~~Positions in this class are established to provide identified students with a full continuum of services within the program. The nature of the duties will accommodate the site/students' needs.~~ Incumbents are offered training in assault response alternatives and behavior management.

DUTIES AND PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

- ~~1. Demonstrate effective~~ Assists with paperwork management, scheduling, activities, and time management ~~and interpersonal communication skills.~~
- ~~2. Assist~~ Assists students in reading, spelling, mathematics, interpersonal skills, problem solving, and other subjects according to instructions and guidance from the teacher.

- ~~3.~~ Assist~~Assists~~ students with personal difficulties by assisting the instructor to keep students and staff safe in aggressive situations.
- ~~4.~~ Observe~~Observes~~ students, document~~documents~~ behaviors, and assist~~assists~~ the teacher in maintaining order in the classroom, cafeteria, playground, general premises, and on district-approved field trips.
- ~~5.~~ Maintain~~Maintains~~ control of student behavior individually and in small groups by enforcing Individualized Education Plan (IEP) behavior plans.
- ~~6.~~ Offer~~Offers~~ input for IEP outcomes and steps as it relates to individual student growth and development.
- ~~7.~~ Escort~~Escorts~~ behaviorally challenged students to and from offices, lunch, restrooms, buses, nurse's office~~offices~~, other classes, etc. ~~Students may include,~~ but are not limited ~~to,~~ to ambulatory or physically challenged students.
- ~~8.~~ Maintain~~Maintains~~ a daily log of student activities and progress.
- ~~9.~~ Attend~~Attends~~ meetings and in-services as scheduled.
- ~~10.~~ Work in Resource Specialist Program (RSP)/ Special Day Class (SDC) or general education settings as needed.
 - Perform~~Maintains~~ up-to-date knowledge and skills related ~~duties consistent with~~ to the scope and ~~intent~~ responsibility of the position.
 - Operates a computer and related equipment to enter and extract data and reports.
 - Assist with classroom management.
 - ~~11.~~ Administers, monitors, and assists student in a variety of tests as directed.
 - ~~JOB~~ Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit.

Job Requirements – Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Completion of high school or equivalency AND any one of the following:
 - Completion of two (2) years of higher education study (48 semester units or 72 quarter units)
 - Possession of an associate or higher degree

- Passage of a Fontana Unified School District (FUSD)-approved paraprofessional exam or possession of an FUSD-approved paraprofessional certificate

Experience:

- One (1) year of experience working with special education students
- Experience working in a classroom environment (preferred)

Licenses, Certifications, and/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Verified copy of high school diploma or equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units), OR
 - Verified copy of an Associate Degree or higher, OR
 - Verified copy of a paraprofessional certificate

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Childhood and adolescent growth and development
- Instructional strategies as related to ~~the individual~~ individuals with exceptional needs and identified transition students
- ~~General needs, learning styles, and requirements of students as defined by Special Education displaying specifically defined behaviors~~
- Basic core standard curriculum subjects
- Computer usage, including assigned computer hardware/software
- English usage, grammar, punctuation, and spelling
- Group behavior and dynamics
- Safe practices in the instructional environment
- Modern office practices, procedures, and equipment

Ability to:

- Maintain confidentiality of pupil records and school reports
- Establish and maintain effective working relationships with ~~co-workers, students and parents~~ others

- ~~Develop and maintain cooperative and effective working relationships with school personnel co-workers, students and parents~~
 - Communicate well with students and motivate them to participate in learning activities
 - Apply instructional and other concepts or techniques presented in an in-service, meeting or conference setting to the appropriate instructional environment
 - Follow verbal and written directions from the supervisor and/or designee and receive directed instruction
 - Implement one-on-one behavior plan outcomes
 - Maintain a learning ~~/ and~~ teaching environment conducive to instruction
 - Exhibit good judgment
 - Accomplish goals with changing job conditions
 - Adhere to safety practices
 - Apply appropriate de-escalation techniques in a crisis situation
 - Assist students as needed with technologies that support student learning
 - Communicate effectively both orally and in writing
 - Identify issues and resolve problems
 - Monitor student behavior and provide corrective guidance as necessary
 - Observe and record student behavior and progress as part of data collection
 - Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
 - Support students with physical and/or emotional needs
 - Utilize a variety of job-related equipment
 - Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)
 - Work well both independently and as part of a team
 - Work successfully in a diverse environment

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Indoor classroom environment
- Travel to two (2) or more sites in one (1) workday
- Provide own transportation to sites during workday
- Maintain insurability under the ~~Districts~~district's liability insurance carrier

- ~~• Maintain up to date knowledge and skills related to the scope and responsibility of the position~~
- ~~• Maintain regular and punctual attendance~~

NOTE: *The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.*

Physical Requirements/Demands:

~~• Fine manual dexterity~~*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- ~~•~~ Dexterity of hands and fingers to operate common office equipment and appliances
- ~~• Working at a desk and meetings of various configurations~~
 - ~~•~~ ~~•~~ Sitting and standing for extended periods
 - ~~•~~ Reading/Seeing to read printed matter and computer screens
- ~~• Communicating so others will be able to clearly understand a normal conversation~~
 - ~~•~~ ~~•~~ Talking, and hearing and understanding speech at reasonable volume to communicate
- ~~• Near and far visual acuity/depth perception/color vision/field of vision~~
 - ~~•~~ Bending, twisting, stooping, crawling, kneeling, and reaching
- ~~• Ability to lift, carry, push~~Lifting, carrying, pushing, and ~~pull~~pulling up to 100 pounds with proper assistance
 - ~~•~~ Frequent, and frequent lifting and carrying up to ~~60~~50 pounds

MINIMUM QUALIFICATIONS

Experience:

- ~~• One (1) year of experience working with special education students~~

Education:

~~Must demonstrate Highly Qualified status using the following education requirements~~

- ~~• Possession of a high school diploma or equivalent AND any one of the following:~~
 - ~~•~~ Completion of two (2) years of higher education study (48 semester units or 72 quarter units)
 - ~~•~~ Possession of an associate or higher degree

- ~~o Passage of a Fontana Unified School District (FUSD) approved Paraprofessional Exam or possession of an FUSD approved Paraprofessional Certificate~~

~~DESIRED QUALIFICATIONS~~

- ~~• Experience working in a classroom environment~~

~~NECESSARY MATERIALS~~

~~License:~~

- ~~• Possession of a valid California Driver's License~~

~~Materials:~~

- ~~• Verified copy of high school diploma or equivalent AND any one of the following:
 - ~~o Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR~~
 - ~~o Verified copy of an associate degree or higher OR~~
 - ~~o Verified copy of Paraprofessional Certificate~~~~
- ~~• Approved: 3/4Ability to work at a desk and attend meetings of various configurations~~

Original Board Approval: 03/04/1999

Revised: 5/605/06/2015; 6/306/03/2015; 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Bilingual Aide, Special Education

CATEGORY: ~~Non-Exempt~~ **Classified Contract** Non-Exempt

REPORTS TO (BY TITLE): ~~Site Administrator and/or Special Services Coordinator~~

SALARY RANGE: ~~Range 125~~

WORK YEAR: ~~10 months per year~~ 203 days

POSITION DESCRIPTION:

Under ~~the~~ general supervision ~~of a Special Services Program Coordinator and Site Administrator~~, provides educational support to identified students within the Special Services Program. ~~Incumbents may be required to work assisting teachers and staff with instruction, translations, and testing; works~~ with students on an individual basis, in large and/or small groups, and/or ~~provide~~provides in-classroom support to the ~~regular~~general and/or special education ~~program~~.

Class Characteristics

~~Position programs. This position~~ is itinerant, and incumbents may be required to travel to multiple ~~elementary~~ school sites daily. ~~Positions in this class are primarily supportive in nature and service early childhood to 5th grade students, and designed to assist teachers and staff with instruction, translations and testing.~~

DUTIES AND PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

- ~~1. Provide~~Provides individual and small group learning activities to reinforce the instructional program defined by the teacher.
- ~~• Read~~Assists with classroom management.
- ~~• Administers, monitors, and assists students in a variety of tests as directed.~~
- ~~2. Reads~~ to students, ~~explain~~explains words and meanings, ~~correct~~corrects written work of students, ~~lead~~leads discussions, ~~work~~works with arithmetical problem solving, and ~~assist~~assists students in the review of various subject matter in English and Spanish.

- ~~3.● Select~~Selects appropriate reading and resource material for students and monitors usage in English and Spanish and/or other foreign language.
- ~~4. Develop and prepare instructional material such as teaching aids and charts. This may include translating written matter from English to Spanish and/or other foreign language and vice versa.~~
- ~~5.● Confer~~Confers with the teacher to identify learning needs and evaluate the progress of students.
- ~~6.● Make~~Makes home visits to translate and get and give information.
 - Make~~Assists~~ with bilingual support for the assessment of the students.
- ~~7.● Makes~~ phone calls to parents ~~to get and give information.~~
- ~~8.● Assist~~Assists in supervising students during classroom activities and/or testing procedures.
- ~~9.● Provide~~Provides guidance and ~~ensure~~ensures students adhere to safety rules.
- ~~10.● Direct~~Directs students into appropriate social behavior through the use of positive reinforcement.
- ~~11. Assist in testing students.~~
- ~~12. Maintain daily log of student activities and progress.~~
- ~~13.●~~ Attend~~Attends~~ meetings and in-services as scheduled.
- ~~14.●~~ Work~~Works~~ in RSP/SDC or general education settings as needed.
- ~~15.●~~ Operate~~Operates~~ duplicating and audio-visual equipment.
 - Perform~~Conducts~~ bilingual or translation questions with the certificated staff to gather information for specific students, either in person, via phone, or by interpreting written answers.
- ~~16.●~~ Performs other related duties ~~consistent with~~ as assigned to ensure the ~~scope~~efficient and ~~intent~~effective functioning of the ~~position~~work unit.

JOB Job Requirements – Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Completion of high school or equivalency AND any one of the following:
 - Completion of two (2) years of higher education study (48 semester units or 72 quarter units)
 - Possession of an associate degree or higher

- Passage of a Fontana Unified School District (FUSD)-approved paraprofessional exam or possession of an FUSD-approved paraprofessional certificate

Experience:

- Experience working or volunteering with school-aged children (preferred)

Licenses, Certifications, and/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Verified copy of high school diploma or equivalency or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR
 - Verified copy of an Associate Degree or higher OR
 - Verified copy of paraprofessional certificate
- Passage of Bilingual Proficiency Skill Assessment (BPSA)

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Practical methods used in tutoring, motivating, and ~~controlling~~ supervising students
- General needs, learning styles and requirements of students, as defined by special education
- Spanish and English usage, including grammar, vocabulary, and spelling
- General needs and behaviors of students with special needs
- Basic arithmetical concepts
- Computer usage, including related software
- Simple record-keeping and filing
- Childhood and adolescent growth and development
- Instructional strategies as related to ~~the~~ individual with exceptional needs and identified transitional students
- General needs and behaviors of Attention Deficit Disorder (ADD) students and Behavior Disorder (BD) students
- Bilingual written assessments, including administering rules and specific needs

Ability to:

- Speak, read, and write in Spanish and/or ~~other~~another foreign language to effectively communicate with limited English- or non-English-speaking students in both oral and written form.
- Communicate effectively, orally and in writing, using correct English, Spanish, and/or other foreign language grammar.
- Understand and carry out oral and written instructions.
- Maintain confidentiality of pupil records and school reports.
- Establish and maintain effective working relationships with co-workers, students, and parents.
- ~~Communicate well with~~ Motivate students ~~and motivate them~~ to participate in learning activities.
- Apply instructional and other concepts or techniques presented in an in-service, meeting, or conference setting to the appropriate instructional environment.
- Follow verbal and written directions from the supervisor and/or designee.
- Exhibit good judgment.
- ~~Travel~~ Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)
- Work with interruptions
- Meet deadlines and schedules
- Be flexible and adapt to two (2) or more sites ~~changes~~
- Assist in ~~one~~ organizing and planning lesson plans
- Work independently and as a team
- Adhere to safety practices
- Utilize a variety of job-related equipment
- Monitor student behavior and provide corrective guidance as necessary
- Work successfully in a diverse environment
- Support students with physical and/or social/emotional needs
- Utilize interpersonal skills with tact, patience, and courtesy
- Make decisions based on sound judgment, honesty, and integrity

WORKING CONDITIONS:

Environment:

• The work day environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works mainly in an indoor classroom environment

- Provide own transportation to sites during workday.
- ~~Maintain insurability under~~
- ~~**NOTE:** The noise in these environments is from quiet to loud depending upon the District's liability insurance carrier.~~
- ~~Maintain up-to-date knowledge and skills related to activity in the scope and responsibility particular part of the position. day.~~
- ~~Maintain regular, consistent attendance.~~

Physical Requirements Demands:

- ~~Fine manual dexterity~~The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- ~~-Dexterity of hands and fingers~~ to operate common office equipment and appliances
- ~~Working at a desk and meetings of various configurations~~
 - ~~Sitting and standing for extended periods of time~~
 - ~~Reading~~Seeing to read printed matter and computer screens
- ~~Communicating so others will be able to clearly understand a normal conversation~~
 - ~~Talking, and hearing and understanding speech at a reasonable volume to communicate~~
 - ~~Bending, twisting, stooping, and reaching~~
- ~~Near and far visual acuity/depth perception/color vision/field of vision~~
 - ~~Ability to lift, carry, push~~Lifting, carrying, pushing, and/or ~~pull~~pulling up to 2025 pounds

MINIMUM QUALIFICATIONS

Education:

~~Must demonstrate highly qualified status using the following education requirements:~~

- ~~Possession of a high school diploma or equivalent AND any one of the following:~~
 - ~~Completion of two (2) years of higher education study (48 semester units or 72 quarter units)~~
 - ~~Possession of an Associate's degree or higher~~
 - ~~Passage of a Fontana Unified School District (FUSD) approved Paraprofessional Exam or possession of an FUSD approved Paraprofessional Certificate.~~

~~NECESSARY MATERIALS~~

License:

- ~~Possession of a valid California Driver's License~~

Materials:

- ~~Verified copy of high school diploma or equivalent or official transcripts verifying high school diploma or equivalent AND any one of the following:~~
 - ~~Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR~~
 - ~~Verified copy of an Associate's degree or higher OR~~
 - ~~Verified copy of Paraprofessional Certificate~~

Approved: ~~1~~

Original Board Approval: 01/29/1999

Revised: ~~404~~/27/2015; ~~5/605/06~~/2015; ~~6/306/03~~/2015; 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Instructional Support Aide

CATEGORY: ~~Non-Exempt~~ Classified
~~Contract~~ Non-Exempt

REPORTS TO (BY TITLE): ~~School Principal~~

SALARY RANGE: Range 124

WORK YEAR: ~~10 months per year~~ 203 days

POSITION DESCRIPTION:

Definition:

Under the general supervision of a certificated employee, performs a variety of worktasks related to assisted instruction; performs duties related to the tutoring and monitoring of students in a variety of programs as required ~~and routine clerical duties related to the program.~~

Class Characteristics:

Positions in this class: work with identified students to primarily support them with the CAHSEE (California High School Exit Exam) Content Standards; assist teachers with instructional support; collaboratively work directly with classroom teachers; and use, using a variety of instructional strategies designed to meet the needs of low-achieving students. ~~Incumbents perform their tasks with initiative and independent judgment within a limited number of standardized procedures; and performs routine clerical duties related to the program.~~ This position may be required to work with more than one teacher and/or in more than one classroom.

DUTIES AND

PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

Duties may include, but are not limited to the following:

Utilize

1. Utilizes research-based practices to design, implement, monitor, and evaluate programs created to meet targeted students' needs.
2. Perform Performs routine clerical tasks such as taking roll, correcting papers, recording scores and grades, and administering make-up placement and progress monitoring tests.

3. ~~Demonstrate~~ Demonstrates effective paperwork management, scheduling, time management, and interpersonal communication skills.
4. ~~Assist~~ Assists students in reading, spelling, mathematics, interpersonal skills, problem solving, and other subjects according to instructions and guidance from the site administrator and/or Instructional Support Teacher (IST).
5. ~~Individually tutor~~ tutors students, ~~administer make-up tests~~ and ~~give~~ gives informal assessments as instructed.
6. ~~Set~~ Sets up and ~~arrange~~ arranges supplies and equipment for student use in a classroom.
7. ~~Maintain~~ Maintains attendance records, lesson plans, and a daily log of student activities and progress.
8. ~~Attend~~ Attends meetings and in-services as scheduled.
9. ~~Operate~~ Operates modern office equipment, computers, and related software.
10. ~~May be directed to perform other tasks as determined by the supervisor to meet and fulfill the needs of the students, parents and other district customers.~~
11. ~~Under direction, notify~~ notifies parents of absences and meetings, orally or in writing.
 - ~~Perform~~ Supervises students during non-instructional time in designated areas, such as playgrounds and cafeterias as related duties consistent to TK.
 - ~~Confers with the scope teacher to identify learning needs and evaluate the progress of students, maintaining classroom routines, and intent classroom management.~~
 - Works collaboratively by assisting teachers in assessment, supporting curriculum, student interactions, enforcing safe behaviors, and enhancing the social growth of students in the school setting.
12. ~~Works with team members to assist students in the position development and maintenance of appropriate social behaviors using a variety of positive reinforcement techniques, activities, and/or materials.~~
 - ~~JOB~~ Conducts observations to make sure students are meeting educational standards; records and inputs observations.
 - Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit.

Job Requirements – Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Completion of high school or equivalency and any one of the following:
 - Completion of two (2) years of higher education study 48 semester units or 72 quarter units) that include courses in English and mathematics from an accredited college or university, or
 - Associate Degree in child development, social or behavioral sciences, humanities or another related field from an accredited college or university, or
 - Passage of a Fontana Unified School District (FUSD)-approved paraprofessional exam or possession of an FUSD-approved paraprofessional ~~exam~~ certificate

Experience:

- Two (2) years of experience working with individuals or a small group of students
- Experience working in a classroom environment (preferred)

Licenses, Certifications, and/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- First aid and CPR certifications
- Verified copy of high school diploma or equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR
 - Verified copy of an Associate Degree or higher OR
 - Verified copy of paraprofessional certificate

KNOWLEDGE AND ABILITIES:

Knowledge of:

- ~~Computer equipment~~
- ~~Instructional programs, general needs~~ Basic core standard curriculum subjects
- English usage, grammar, vocabulary, punctuation, and behaviors ~~spelling~~
- Basic arithmetic
- Theory and practice of ~~children~~ childhood education and development
- Practical methods used in motivating and managing student behavior
- Simple record-keeping and filing
- Modern office methods, procedures and equipment, including filing systems, receptionist, letter and report writing
- Organization or department operations, services, policies, and procedures
- Basic universal health care practices
- Departmental procedures and operations
- General needs, problems, learning styles, and requirements of students
- Safe practices in the instructional environment

Ability to:

- Establish rapport with small groups or individual students.
- Effectively communicate with students and others, including limited English- or non-English-speaking students, in both oral and written form.
- Understand and carry out oral and written instructions
- Maintain confidentiality of pupil records and school reports.
- ~~Operate modern office equipment, instructional computers and related software;~~
- Motivate students to participate in learning activities.
- Apply instructional and other concepts or techniques.
- Be organized and work across grade levels.
- Follow verbal and written directions from the supervisor and/or designee
- Exhibit good judgment.
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Adhere to safety practices
- Establish and maintain cooperative and effective working relationships with others
- Identify issues and solve problems
- Maintain a variety of records and confidentiality of information
- Monitor student behavior and provide corrective guidance as necessary
- Work well both independently and as part of a team
- Work successfully in a diverse environment

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works mainly in an indoor classroom environment
- Travel to various off-site and school locations-
- Provide own transportation to sites during workday-
- ~~Maintain insurability by District Liability Insurance Carrier.~~

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical RequirementsDemands:

• ~~Fine manual~~The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Standing and walking frequently and sitting for extended periods
- Hand and finger dexterity to operate common office equipment and appliances
- ~~Working at a desk and meetings of various configurations~~
- ~~Sitting for extended periods~~
- ReadingSeeing to read printed matter and computer screens
- ~~Communicating so others will be able to clearly understand a normal conversation~~
- Talking-and, hearing and understanding speech at reasonable volume to communicate
- ~~Bending, twisting, stooping, and reaching~~
- ~~Near and far visual acuity/depth perception/color vision/field of vision~~
- ~~Ability to lift, carry, pushLifting, carrying, pushing, and/or pullpulling up to 2025 pounds~~

MINIMUM QUALIFICATIONS

- ~~Two (2) years of experience working with small groups or individual students.~~

Education:

- ~~Possession of a High School Diploma or equivalent and any one of the following:~~
 - ~~Forty-eight (48) semester units (72 quarter units) that includes courses in English and Mathematics from an accredited college or university;~~
 - ~~or~~
 - ~~Associate Degree in Child Development, Social or Behavioral Sciences, Humanities or other related field from an accredited college or university.~~
 - ~~—or~~

Original Board Approval: 05/16/2015

Revised: 12/18/2025

☐ ~~_____~~

~~DESIRED QUALIFICATIONS~~

- ~~Possession of experience working in a classroom environment~~

NECESSARY MATERIALS

License:

- ~~Possession of a valid and appropriate California Driver's License or ability to obtain within one (1) month of employment~~

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Adapted Physical Education Aide

CATEGORY: Classified, Non-Exempt

REPORTS TO (BY TITLE): Coordinator, Special Education or Designee

SALARY SCHEDULE/RANGE: Classified, Range 113

WORK YEAR: 203 Days days

SUPERVISION: N/A

POSITION DESCRIPTION:

Under general supervision, ~~assist~~assists in physical education instruction. ~~Perform and performs~~ clerical duties ~~of average difficulty. Required to be;~~ assists in the swimming pool during aquatic instruction. ~~This position is itinerant and is physically demanding both in the class and in traveling;~~ travels to multiple school sites to facilitate the Adapted Physical Education Program.

DUTIES AND PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

- ~~1. Work~~Works indoors and outdoors with students on motor development skills and games.
- ~~2. Transport, set~~Transports, sets up, and ~~take~~takes down physical education (P.E.) equipment.
- ~~3. Learn~~Learns the characteristics of each student, ~~to include~~including but not limited to allergies, seizures, and medication needs.
- ~~4. Assist~~Assists in the aquatic program.
- ~~5. Inventory, maintain~~Inventories, maintains, and ~~transport~~transports P.E. equipment.
- ~~6. Push~~Pushes and ~~transfer~~transfers students in wheelchairs.
- ~~7. Assist~~Assists in diapering and changing of students in wheelchairs.
- ~~8. Assist~~Assists in recording progress on program forms.
- ~~9. Perform~~Performs clerical duties, ~~and record student attendance and progress on departmental forms.~~
- PerformAssists with class management.

- Administers, monitors, and assists students in a variety of tests as directed.
- 10. • Performs other related duties consistent with as assigned to ensure the scope efficient and intent effective functioning of the position. work unit.

JOB Job Requirements – Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Completion of high school or equivalency

Experience:

- Previous experience with special needs individuals (preferred)

Licenses, Certifications, and/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Valid Community CPR and Basic First Aid Certificate
- Verified copy of a high school diploma or equivalency

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Issues related to children with special needs
- Hygiene practices and procedures
- Safety practices and procedures
- Basic first aid
- Modern office methods, procedures and equipment, including filing systems, receptionist, letter and report writing
- Operation of a computer and related equipment to enter and extract data and reports
- English usage, grammar, punctuation, and spelling
- General needs, learning styles, and requirements of students as defined by Special Education

Ability to:

- Communicate with students and motivate them to participate in learning activities
- Reinforce the instruction of ~~P.E.~~PE by following the instructional training
- Learn the recording method of the State School Register System
- Follow written or oral lessons on drills and practice skills
- ~~Develop and maintain cooperative and effective working relationships with students and adults~~
- Communicate effectively, both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Operate a variety of office equipment, including a computer and assigned software
- Adhere to safety practices
- Assist students as needed with technologies that support student learning
- Maintain a variety of records and confidentiality of information
- Monitor student behavior and provide corrective guidance as necessary
- Support students with physical and/or social/emotional needs
- Work independently and as a member of a team
- Establish and maintain cooperative and effective working relationships with others
- Learn, interpret, and apply administrative and department policies, laws, and rules with good judgment
- Utilize interpersonal skills with tact, patience, and courtesy
- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)
- Work successfully in a diverse environment

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works in both an indoors and outdoors environments, subject to weather conditions
- Provide own transportation to sites during workday
- ~~Maintain insurability by District liability insurance carrier~~

NOTE: *The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.*

Physical Requirements:-Demands:

~~• Ability to work at a desk and in meetings of various configurations~~
~~Digital dexterity to~~ *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- ~~•~~ Standing and walking for extended periods of time
- ~~•~~ Perform physical activities and exercises outdoors and indoors, including in swimming pools
- ~~•~~ Dexterity of hands and fingers to perform job duties and operate office equipment
- ~~•~~ Ability~~Seeing~~ to read printed matter and computer screens
- ~~•~~ Ability~~Talking and hearing~~ to communicate ~~so others will understand a normal conversation~~
- ~~•~~ Ability to hear and understand speech
 - ~~•~~ Ability to bend, twist, stoop~~Bending, twisting, stooping, and reaching~~
- ~~•~~ Lifting, pushing, pulling, and reach
- ~~•~~ Ability to lift, push, pull and carry~~carrying~~ up to ~~2025~~ pounds
 - ~~•~~ Ability to lift, push, pull, and carry up to 100 pounds with assistance
- ~~•~~ Perform physical activities and exercises outdoors and indoors to include swimming pools

Work Environment:

- ~~•~~ Outdoors

MINIMUM QUALIFICATIONS

Education:

- ~~•~~ High school diploma or equivalent

DESIRED QUALIFICATIONS

Experience:

- ~~•~~ Previous experience with handicapped individuals

NECESSARY MATERIALS

License:

- ~~Possession of a valid and appropriate California driver's license~~

Materials:

- ~~Possession of a valid Community CPR and Basic First Aid Certificate or the ability to obtain within six (6) months from the date of employment~~
- ~~Valid copy of high school diploma or equivalent~~

Approved: 9

Hazards:

- May come in contact with bodily fluids

Original Board Approval: 09/10/2012

Revised: 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Bilingual Aide _____

CATEGORY: ~~Non-Exempt~~ **Classified Contract** Non-Exempt _____

REPORTS TO (BY TITLE): ~~_____ School Principal and/or District Administrator _____~~

SALARY RANGE: _____ **Range 114** _____

WORK YEAR: _____ 10 Month or 12 ~~months per year~~ Month
(Depending On Assignment)

POSITION DESCRIPTION:

Definition:

Under supervision, performs a variety of ~~instructional~~ instruction and routine clerical duties; ~~performs related duties as required.~~

Class Characteristics:

~~Positions in this class are primarily supportive in nature and are designed to assist~~ assists teachers and staff with bilingual instruction, translations, and testing.

DUTIES AND PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

- ~~1. Provide~~ Assists with classroom management.
- Interprets oral lectures and instructions to students in a variety of interpreting styles (consecutive and simultaneous).
- Provides individual and small group learning activities to reinforce the instructional program defined by the teacher.
- ~~2. Read~~ Interprets oral lectures and instructions to students, explain in a variety of interpreting styles (consecutive and simultaneous).
- Translates instructions to students in a variety of interpreting styles (consecutive and simultaneous).
- Reads to students, explains words and meanings, corrects the written work of students, leads discussions, work with arithmetical

- problem solving, and ~~assist~~assists students in the review of various subject matter in English and Spanish.
- ~~3. Select~~Selects appropriate reading and resource material for students and monitors usage in English ~~and~~, Spanish, and/or other foreign language.
 - ~~4. Assist~~Assists in preparing and developing bilingual and bicultural instructional materials. ~~This may include translating; translates~~ written ~~matter~~materials from English to Spanish and/or ~~other~~another foreign language, and vice versa.
 - ~~5. Develop~~Develops and ~~prepare~~prepares instructional material ~~such as teaching aids, charts, and bulletin boards.~~
 - ~~6. Confer~~Confers with the teacher to identify learning needs and ~~evaluate~~evaluate the progress of students.
 - ~~7. Assist in maintaining a neat and attractive environment.~~
 - ~~8. May instruct students in computer labs and/or testing center.~~
 - ~~9. May make home visits to translate and get and give information.~~
 - ~~10. Make~~Makes phone calls to parents ~~to get and give information.~~
 - ~~11. Assist~~Assists in supervising students during classroom activities and/or testing procedures.
 - ~~12. Provide~~Provides guidance and ensures students adhere to safety rules.
 - ~~13. Direct~~Directs students into appropriate social behavior through the use of positive reinforcement.
 - ~~14. Assist~~Assists in ~~recording attendance and~~ maintaining an inventory of classroom supplies and materials.
 - ~~15. Operate duplicating and audio visual equipment.~~
 - ~~16. Assist~~Assists in testing incoming second language-speaking students for fluency in English by administering state-adopted tests.
 - Performs various clerical duties, including answering phones, typing, reviewing, and filing; maintains student records and logs; and generates reports.
 - Advises students in the ELL program requiring additional support and services.
 - May assist in the enrollment of bilingual students.
 - Administers, monitors, and assists students in a variety of tests as directed.
 - ~~17. Assist in testing incoming students.~~
 - ~~18. Perform~~Performs other related duties ~~consistent~~as assigned to ensure the efficient and effective functioning of the work unit.

Job Requirements – Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may

be made to enable individuals with the scope and intent of the position disabilities to perform the essential functions.

JOB EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Completion of high school or equivalency AND any one of the following:
 - Completion of two years of higher education study (48 semester units or 72 quarter units)
 - Possession of an Associate Degree or higher degree
 - Passage of a Fontana Unified School District (FUSD)-approved paraprofessional exam or possession of an FUSD-approved paraprofessional certificate

Experience:

- Experience working or volunteering with school-aged children (preferred)

Licenses, Certifications, and/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Verified copy of high school diploma or equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two years of higher education study (48 semester units or 72 quarter units) OR
 - Verified copy of an associate degree or higher OR
 - Verified copy of paraprofessional certificate
- Passage of Bilingual Proficiency Skill Assessment (BPSA)

KNOWLEDGE AND ABILITIES:

Knowledge of:

- ~~Practical methods used in tutoring, motivating and controlling students~~
- Modern office methods, procedures and equipment, including filing systems, receptionist, letter and report writing
- English usage, including grammar, vocabulary, and spelling
- ~~Basic arithmetical concepts~~
- Simple record-keeping and filing

- General office practices, procedures, and standard office equipment
- Computer usage, including related software
- Varied linguistic and cultural backgrounds
- General needs, learning styles, and requirements of students
- Child development

Ability to:

- Speak, read, and write in Spanish and/or ~~other~~another foreign language to effectively communicate with limited English- or non-English-speaking students in both oral and written form.
- ~~Communicate effectively orally and in writing using correct English and Spanish and/or other foreign language grammar.~~
- Utilize interpersonal skills with tact, patience, and courtesy
- Understand and carry out oral and written instructions.
- Maintain confidentiality of pupil records and school reports.
- Establish and maintain cooperative and effective working relationships with ~~co-workers, students~~others
- Work with interruptions
- Work successfully in a diverse environment
- Learn, interpret, and apply administrative and ~~parents~~departmental policies, law, and rules with good judgment
- ~~Maintain up-to-date knowledge and skills related to the scope and responsibility of the position.~~
- ~~Maintain regular, consistent attendance.~~
- Make decisions based on sound judgment, honesty and integrity
- Communicate effectively both orally and in writing

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works mainly in an indoor classroom environment
- Constant interruptions

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Requirements/Demands:

~~• Fine manual~~*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- ~~•~~ Hand and finger dexterity to operate common office equipment and appliances
- ~~• Working at a desk and meetings of various configurations~~
- ~~•~~ ~~•~~ Sitting and standing for extended periods of time
- ~~•~~ Reading/Seeing to read printed matter and computer screens
- ~~• Communicating so others will be able to clearly understand a normal conversation~~
- ~~•~~ ~~•~~ Talking and hearing ~~and understanding speech at reasonable volume~~to communicate
- ~~•~~ ~~•~~ Bending, twisting, stooping, and reaching
- ~~•~~ ~~Near and far visual acuity/depth perception/color vision/field of vision~~
- ~~•~~ Ability to lift, carry, push Lifting, carrying, pushing, and/or pull/pulling up to 20/25 pounds

MINIMUM QUALIFICATIONS

Education:

~~Must demonstrate Highly Qualified status using the following education requirements~~

- ~~• Possession of a High School Diploma or equivalent AND any one of the following:~~
 - ~~○ Completion of two (2) years of higher education study (48 semester units or 72 quarter units)~~
 - ~~○ Possession of an Associate's degree or higher degree~~
 - ~~○ Passage of a Fontana Unified School District (FUSD) approved Paraprofessional Exam or possession of an FUSD approved Paraprofessional Certificate.~~

NECESSARY MATERIALS

License:

- ~~• Possession of a valid and appropriate California Driver's License or ability to obtain within one (1) month of employment~~

Materials:

- ~~Verified copy of High School Diploma or equivalent or official transcripts verifying High School Diploma or equivalent AND any one of the following:~~
 - ~~Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR~~
 - ~~Verified copy of an Associate's degree or higher OR~~
- ~~Verified copy of Paraprofessional Certificate~~

Original Board Approval:

Revised: 05/06/2015, 06/03/2015; 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Teacher Aide ~~(- Deaf and Hard of Hearing~~
~~Impaired(DHH)~~

CATEGORY: ~~Non-Exempt~~ Classified
~~Contract~~ Non-Exempt

REPORTS TO (BY TITLE): ~~School Principal and/or Special Services Coordinator~~

SALARY RANGE: Range ~~14~~ 13

WORK YEAR: ~~10 months per year~~ 203 days

POSITION DESCRIPTION:

Definition:

Under supervision, performs a variety of instructional and clerical duties and assists ~~with-deaf and hard-of-hearing impaired students in order to free teachers from routine work related to the program.~~

Class Characteristics:

~~Positions in this class are primarily supportive in nature designed to assist students ;~~
~~assists~~ teachers with instruction for the deaf and hard-of-hearing impaired
~~students and perform clerical tasks. Incumbents perform that comply with their~~
~~tasks~~individualized education plan (IEP); creates, designs, and implements forms
and learning materials to use with initiative and independent judgment in
~~relationship to the established procedures.~~students, staff, and at home; provides
American Sign Language (ASL) sign support to deaf students in class and after
school activities.

DUTIES AND
PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

- ~~1. Carry out~~ Delivers instructional plans as designated by the special education teacher and the student's Individual Educational Plan (IEP).
- ~~2. Tutor~~ Tutors individual deaf and hard-of-hearing impaired students in reading, spelling, mathematics, and other subjects according to instructions and guidance from a teacher.

- ~~3. Perform~~ Performs routine clerical tasks ~~such as correcting papers, recording grades, and administering make-up tests.~~
- ~~4. Observe~~ Observes children and assists the teacher in maintaining order ~~in the classroom, cafeteria, playground or general premises.~~
- ~~5. Set~~ Sets up and ~~arrange~~ arranges supplies and equipment for student use in the classroom.
 - ~~Prepare~~ Installs and checks students' hearing aids on frequency modulation (FM) devices and prepares user guides for other colleagues.
 - Troubleshoots and adjusts FM and other hearing aid systems.
- ~~6. Prepares~~ bulletin boards, charts, labels, and displays as instructed.
- ~~Operate~~ Prepares Excel-formatted spreadsheets to help track student progress.
- Administers, monitors, and assists with a variety of tests as directed.
- ~~7. Operates a computer and standard office-related equipment to enter and extract data and reports.~~
- ~~8. Maintain~~ Maintains and ~~respect~~ respects the confidentiality of student information.
- ~~9. Ride bus~~ Rides buses with ~~students~~ students when needed.
- ~~10. Perform related duties consistent with the scope and intent of the position.~~

JOB REQUIREMENTS

Skill:

- ~~Fluent in~~ Prepares ASL materials and teaches students to learn and use American Sign Language.
- Assists in speech and occupational therapy; and implements behavioral concerns and issues with DHH students.
- Assist with classroom management.
- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit.

Job Requirements – Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Completion of high school or equivalency AND any one of the following:
 - Completion of two years of higher education study (48 semester units or 72 quarter units)
 - Possession of an Associate Degree or higher degree
 - Passage of a Fontana Unified School District (FUSD)-approved paraprofessional exam or possession of an FUSD-approved paraprofessional certificate

Experience:

- Experience working with hearing impaired students and proficiency in sign language
- One (1) year of experience working as an instructional aide for deaf and hard-of-hearing students (preferred)

Licenses, Certifications, and/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Sign language degree or certification (preferred)
- Verified copy of high school diploma or equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR
 - Verified copy of an Associate Degree or higher OR
 - Verified copy of paraprofessional certificate

KNOWLEDGE AND ABILITIES:

Knowledge of:

- General needs, learning styles, and ~~behavior~~ requirements of ~~children~~ students as defined by Special Education
- Correct English usage, spelling, grammar, and punctuation; phonics and basic reading principles
- Safety practices and procedures
- American sign language
- Maintenance equipment and procedures

- FM amplification systems, various types of hearing aids, and their connectivity
- Basic core standard curriculum subjects
- Basic math, including calculations using fractions, percentages, and/or ratios
- Computer usage, including assigned computer hardware/software
- Departmental procedures and operations
- Modern office methods, procedures and equipment

Ability to:

- ~~Develop~~Establish and maintain cooperative and effective working relationships with ~~adults and children, others~~
- ~~Perform clerical work as necessary for the hearing impaired program.~~
- ~~Make arithmetical calculations accurately.~~
- ~~Learn to operate modern office equipment.~~
- Understand and carry out oral and written instructions.
- Work ~~with~~ successfully in a diverse ~~hearing impaired individuals and small groups of such~~ environment
- Conduct fluently in the American Sign Language
- Type at an acceptable rate of speed with accuracy
- Communicate effectively, both orally and in writing
- Assist students, as needed with technologies that support student learning
- Make decisions based on sound judgment, honesty, and integrity
- Identify issues and solve problems
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Maintain ~~up to date~~ knowledge and skills ~~a variety of records and confidentiality of information~~
- Monitor student behavior and provide corrective guidance as necessary
- Observe and record student behavior and progress as part of data collection
- Support students with physical and/or emotional needs
- Utilize a variety of job-related equipment
- Work well both independently and as part of a team
- Provide own transportation
- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)

WORKING CONDITIONS:

Environment:

• The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to the scope and responsibility of perform the position. essential functions.

• ~~Maintain regular, consistent attendance.~~

• Works in an indoor classroom environment

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Requirements/Demands:

• ~~Fine manual dexterity to operate common office equipment and appliances~~
• ~~Working at a desk and meetings of various configurations~~
• The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

• Sitting and/or standing for extended periods

• Reading/Dexterity of hands and fingers to operate common office equipment and appliances

• Seeing to read printed matter and computer screens

• ~~Communicating so others will be able to clearly understand a normal conversation~~

• ~~Talking, and hearing and understanding speech at reasonable volume, to communicate~~

• ~~Near and far visual acuity/depth perception/color vision/field of vision~~

• Bending, twisting, stooping, crawling, kneeling, and reaching

• ~~Ability to lift, carry, push~~ Lifting, carrying, pushing, and/or ~~pull~~ pulling up to 2025 pounds

MINIMUM QUALIFICATIONS

Education:

~~Must demonstrate Highly Qualified status using the following education requirements~~

- ~~• Possession of a High School Diploma or equivalent AND any one of the following:~~
 - ~~○ Completion of two (2) years of higher education study (48 semester units or 72 quarter units)~~
 - ~~○ Possession of an Associate's degree or higher degree~~
 - ~~○ Passage of a Fontana Unified School District (FUSD) approved Paraprofessional Exam or possession of an FUSD approved Paraprofessional Certificate.~~

~~DESIRED QUALIFICATIONS~~

Original Board Approval: 12/14/1994

Revised: 05/06/2015; 06/03/2015; 12/18/2025

~~Experience:~~

- ~~• Experience working with hearing impaired students and proficiency in sign language~~

~~NECESSARY MATERIALS~~

License:

- ~~• Possess a valid and appropriate California Driver's License~~

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Teacher Aide (Visually Impaired)_____

CATEGORY: _____Non-Exempt
ContractNon-Exempt_____

REPORTS TO (BY TITLE): _____School Principal and/or Special Services Coordinator_____

SALARY RANGE: Range 113_____

WORK YEAR: _____10 months per year_____ 203 days_____

POSITION DESCRIPTION:

Definition:

Under supervision, performs a variety of instructional and clerical duties and assists with visually impaired students ~~in order to free teachers from routine work related to the program;~~ assists teachers with certain instruction for the visually impaired students; and perform clerical tasks.

Class Characteristics:

~~Positions in this class are primarily supportive in nature designed to assist teachers with certain instruction for the visually impaired students and perform clerical tasks. Incumbents perform their tasks with initiative and independent judgment in relationship to the established procedures.~~

DUTIES AND PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

- ~~1. Carry out~~ Delivers instructional plans as designated by the special education teacher and the student's Individual Educational Plan (IEP).
- ~~2. Tutor~~ Tutors individual visually impaired students in Braille reading, spelling, mathematics, and other subjects according to instructions and guidance from a teacher.
- ~~• Perform~~ Performs routine clerical tasks ~~such as correcting papers, recording grades,~~
- ~~3. Administers, monitors, and administering make-up~~ assists students with a variety of tests as directed.

- ~~4. Observe~~Observes students and assists the teacher in maintaining order in the classroom, cafeteria, playground, or general premises.
- ~~5. Set~~Sets up and ~~arrange~~arranges supplies and equipment ~~for student use in the classroom.~~
- ~~• Prepare~~Prepares bulletin boards, charts, labels, and displays as instructed.
- ~~6. Operates modern office equipment, computers, and related software.~~
- ~~7. Operate computer and standard office equipment.~~
-
- ~~8. Transcribe~~Transcribes a variety of instructional materials into Braille using Braille embosser or other specialized equipment.
- ~~9. Transport students and/or district personnel to school sites.~~
- ~~10. Maintain and respect~~Maintains and respects the confidentiality of student information.
- ~~• Ride bus~~Rides buses with ~~students~~students when needed.
- ~~11. Assist with classroom management.~~
- ~~12. Perform~~Performs other related duties ~~consistent with~~as assigned to ensure the ~~scope~~efficient and ~~intent of the position.~~

JOB REQUIREMENTS

Knowledge of:

- ~~• Effective knowledge of Braille and specialized Braille equipment~~
- ~~• General needs and behavior of children~~
- ~~• Correct English usage, spelling, grammar, and punctuation; phonics and basic reading principles~~
- ~~• Safety practices and procedures~~

Ability to:

- ~~• Develop and maintain effective relationships with adults and children.~~
- ~~• Perform clerical functioning of the work as necessary for the visually impaired program. unit.~~
- ~~• Make arithmetical calculations accurately.~~
- ~~• Learn to operate specialized equipment, for the visually impaired and standard office equipment.~~
- ~~• Work with visually impaired individuals and small groups of such students.~~

- ~~Job~~ Maintain up to date knowledge and skills related to the scope and responsibility of the position.
- Maintain regular, consistent attendance.
- Provide own transportation to sites during work day.
- Maintain insurability under the District's liability insurance carrier.

Physical Requirements: – Qualifications

- Fine manual dexterity to operate common office equipment and appliances
- Working at a desk and meetings of various configurations
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

- ~~Sitting and/or standing for extended periods~~
- ~~Reading printed matter and computer screens~~
- ~~Communicating so others will be able to clearly understand a normal conversation~~
- ~~Talking, hearing and understanding speech at reasonable volume~~
- ~~Near and far visual acuity/depth perception/color vision/field of vision~~
- ~~Bending, twisting, stooping, crawling, kneeling and reaching~~
- ~~Ability to lift, carry, push and/or pull up to 20 pounds~~

MINIMUM QUALIFICATIONS

Education:

~~Must demonstrate Highly Qualified status using the following education requirements~~

- ~~Possession of a High School Diploma~~ Completion of high school or equivalent equivalency AND any one of the following:
 - ~~Completion of two (2) years of higher education study (48 semester units or 72 quarter units)~~
 - ~~Possession of an Associate's~~ associate degree or higher degree.
 - ~~Passage of a Fontana Unified School District (FUSD) approved Paraprofessional Exam~~ paraprofessional exam or possession of

an FUSD approved ~~Paraprofessional~~
~~Certificate~~ paraprofessional certificate

~~DESIRED QUALIFICATIONS~~

Experience:

- Experience working with visually impaired students and translating written material into Braille

NECESSARY MATERIALS

License:

- ~~Possess a valid~~ One (1) year of experience working as an instructional aide for visually impaired students (preferred)

Licenses, Certifications, and ~~appropriate~~/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License
- Insurability by the District's liability insurance carrier
- Tuberculosis/Drug Screen Clearance
- Verified copy of high school diploma or equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR
 - Verified copy of an Associate Degree or higher OR
 - Verified copy of paraprofessional certificate

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Effective knowledge of Braille and specialized Braille equipment
- Basic core standard curriculum subjects
- Basic math
- Computer usage, including assigned software
- Departmental procedures and operations
- English usage, grammar, punctuation, and spelling
- General needs, learning styles, and requirements of students as defined by Special Education
- Safe practices in the instructional environment
- Use of special population communication tools and techniques
- Modern office practices, procedures, and equipment

Ability to:

- Establish and maintain cooperative and effective relationships with others
- Perform clerical work as necessary for the visually impaired program
- Make arithmetical calculations accurately
- Learn to operate specialized equipment for the visually impaired and standard office equipment
- Maintain up-to-date knowledge and skills related to the scope and responsibility of the position
- Provide own transportation to sites during workday
- Adhere to safety practices
- Assist students as needed with technologies that support student learning
- Communicate effectively both orally and in writing
- Make decisions based on sound judgment, honesty, and integrity
- Maintain a variety of records and confidentiality of information
- Monitor student behavior and provide corrective guidance as necessary
- Observe and record student behavior and progress as part of data collection
- Support students with physical, emotional and/or behavioral needs
- Work well both independently and as part of a team
- Work successfully in a diverse environment
- Utilize interpersonal skills with tact, patience, and courtesy
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works primarily in an indoor classroom environment

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting and/or standing for extended periods
- Dexterity of hands and fingers to operate common office equipment and appliances
- Seeing to read printed matter and computer screens
- Talking and hearing, to communicate
- Bending, twisting, stooping, crawling, kneeling, and reaching
- Lifting, carrying, pushing, and/or pulling up to 25 pounds

Original Board Approval:

Revised: 05/07/2015; 06/03/2015; 12/18/2025

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FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Preschool Aide

CATEGORY: Non-Exempt Classified Contract Non-Exempt

REPORTS TO (BY TITLE): Coordinator, Early Education

SALARY RANGE: Range 102

WORK YEAR: 10 Months or 12 months per year Months
(Depending on
Assignment)

POSITION DESCRIPTION:

Definition:

Under supervision, supervises the activities of preschool-age children enrolled in a child care program.

Class Characteristics:

Positions in this class are responsible for supervising the activities of children in a; assists preschool program, teachers in lesson planning, toileting, maintaining a safe and healthy classroom environment, and administering first aid as needed.

DUTIES AND

PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

Assist

1. Assists in planning and designing activities appropriate for a preschool program, such as reading stories and working with children at appropriate developmental levels.
2. Perform miscellaneous office work such as typing, filing, and taking roll.
3. Directly supervises the activities of children.
4. Perform a variety of tasks incidental to the operation of the program, including preparation of materials, maintenance of facilities, clean-up activities, and preparing snacks.
5. Assist in the planning and supervising of children on field trips.
6. Assist in explaining the program policies and procedures to parents and the public.
7. Assist in record-keeping and maintaining files.

8. ~~Follow~~ Follows program policies regarding check-in and check-out of children.
9. ~~May~~ May work with children with special needs, i.e., physically or emotionally disabled.
10. ~~Supervise~~ Supervises the toilet area.
11. ~~Assist student and assists students~~ Assists with toileting needs.
12. ~~Perform~~ Assists with classroom management.
12. ~~Performs other~~ related duties consistent with ~~as assigned to ensure~~ the scope efficient and ~~intentional~~ effective functioning of the ~~position, work unit.~~

JOB REQUIREMENTS

Knowledge of:

- ~~Theory and practice of early childhood education~~
 - ~~Operation of a preschool program~~
- ~~Children's games and craft activities~~
 - ~~Pediatric first aid and CPR techniques and practices~~
- ~~Simple record keeping and office procedures~~
 - ~~Standard office equipment~~

Ability to:

- ~~Understand the needs of preschool age children and possess a genuine liking for children~~
 - ~~Communicate with children and motivate them to participate in learning activities~~
 - ~~Supervise the activities of children enrolled in a preschool program~~
- ~~Establish and maintain cooperative working relationships with staff, children and parents~~
- ~~Establish and maintain a safe and healthful environment~~
 - ~~Maintain basic files and records~~
 - ~~Follow oral and written directions~~
- ~~Maintain Pediatric First Aid and Pediatric CPR certifications as required by Title 22~~

Job

Physical Requirements: – Qualifications

- ~~Sitting and standing for extended periods of time~~
- ~~Pull, twisting, reaching, bending, crawling, stooping, and squatting~~

- ~~• Fine manual dexterity~~
- ~~• Talking and hearing and understanding speech at reasonable volume~~
- ~~• Communicating with others so they may be able to clearly understand a normal conversation~~
- ~~• Near and far visual acuity/depth perception/color vision/field of vision~~
- ~~• Reading printed matter and computer screens~~
- ~~• Ability to push and/or pull up to 50 pounds~~
- ~~• Lifting and/or carrying up to 45 pounds~~

~~MINIMUM QUALIFICATIONS~~

~~To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

Education:

- Six (6) semester units in ~~Early Childhood Education~~early childhood education
- Within 60 days of initial employment, completion of a 15-hour course or courses in preventative health practices to include pediatric cardiopulmonary resuscitation, pediatric first aid, recognition, management, and prevention of infectious diseases, including immunizations, and prevention of childhood injuries.
- ~~• Possession~~Completion of ~~a~~ high school ~~diploma~~ or ~~equivalent~~equivalency

~~DESIRED QUALIFICATIONS~~

Experience:

- Previous experience working in a preschool or classroom setting

Skill(s):

- ~~• Ability to speak Spanish fluently~~

~~NECESSARY MATERIALS~~

Licenses, Certifications, and ~~Certificates~~:/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License or valid form of identification
- Tuberculosis/Drug Screen Clearance
- Valid Pediatric First Aid and Pediatric CPR Certificates from the American Red Cross or American Heart Association within ~~sixty (60)~~ days of initial employment
- Within ~~sixty (60)~~ days of initial employment, a certificate of completion of a course or courses in preventive health practices or a verified copy of transcripts that identify the number of hours and specific courses taken to satisfy the 15-hour preventative health practices training requirement

Materials:

- Verified copy of a high school diploma or ~~equivalent~~ equivalency
- Proof of completion of six (6) semester units in ~~Early Childhood Education~~ early childhood education

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Theory and practice of early childhood education and childhood development
- Operation of a preschool program
- Age-appropriate games and craft activities
- Pediatric first aid and CPR techniques and practices
- Modern office methods, procedures, and equipment, including filing systems, receptionist, letter and report writing
- District and department policies and procedures
- English usage, grammar, punctuation, and spelling
- Computer usage, including related software
- General needs, learning styles, and requirements of student

Ability to:

- Understand the needs of preschool age children
- Communicate with children and motivate them to participate in learning activities
- Supervise the activities of children enrolled in a preschool program
- Establish and maintain cooperative working relationships with others

- Establish and maintain a safe and healthy environment
- Maintain basic files and records
- Follow oral and written directions
- Support children socially and emotionally
- Communicate effectively, both orally and in writing
- Work successfully in a diverse environment
- Support students with physical and/or social/emotional needs
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Utilize interpersonal skills with tact, patience, and courtesy
- Make decisions based on sound judgment, honesty, and integrity

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works in an indoor classroom environment as well as outdoors, subject to weather conditions

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting and standing for extended periods of time
- Approved: 6Twisting, reaching, bending, stooping, and squatting
- Dexterity of hands and fingers to handle objects and perform job duties
- Talking and hearing to communicate
- Seeing to read printed matter and computer screens

- Lifting and/or carrying up to 25 pounds and pushing and/or pulling up to 50 pounds

Hazards:

- May come in contact with bodily fluids

Original Board Approval: 06/25/1998

Revised: ~~5/6~~05/06/2015; ~~6/30~~06/03/2015; 04/21/2021; 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Teacher Aide (Special Education)_____

CATEGORY: _____Non-Exempt Classified
ContractNon-Exempt_____

REPORTS TO (BY TITLE): _____School Principal and/or Special Services Coordinator_____

SALARY RANGE: Range 102_____

WORK YEAR: _____10 months per year 203 days_____

POSITION DESCRIPTION:

Definition:

Under supervision, performs a variety of instructional and routine clerical duties related to the program.

Class Characteristics:

Positions in this class work works with identified Special Education special education students and others in a group and are primarily supportive in nature and designed to assist teachers with certain instructional and routine clerical tasks which that are non-instructional in nature. Incumbents perform their tasks with initiative and independent judgment within a limited number of standardized procedures. Aides in this position may be required to work with more than one teacher and/or in more than one classroom.

DUTIES AND

PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

Duties may include, but are not limited to the following:

Carry

1. • Carries out instructional plans as designated by the special education teacher and the student's Individual Educational Plan (IEP).
2. • Listen to and drills Assists students in reading, spelling, mathematics, and other subjects according to instructions and guidance from a teacher and from computer programs.
3. • Perform Performs routine clerical tasks such as taking roll, correcting papers, filling out forms, recording scores and grades, collecting monies.
4. • Observe Observes students and assist assists the teacher in maintaining order in the classroom, cafeteria, playground, or general premises.

- ~~5. Maintain control of student behavior in small groups~~
 - ~~Set~~Directs students into appropriate social behavior using positive reinforcement.
- ~~6. Sets up and arrange~~arranges supplies and equipment for ~~students~~students to use in a classroom or computer lab.
- ~~7. Prepare~~Prepares bulletin boards, charts, labels, and displays as instructed.
- ~~8. Individually tutor~~tutors students and ~~administer make up~~administers tests as instructed.
- ~~9. Operate~~Operates modern office equipment, computers, and related software.
- ~~10. Assist students using special equipment such as shop tools, sewing machines, etc.~~
- ~~11. Under direction, notify parents of absences and meetings, orally or in writing.~~
- ~~12. Escort~~Escorts special needs students to and from offices, restrooms, nurses' offices, etc. ~~Students may include but are not limited to: ambulatory or physically challenged students, as needed.~~
- ~~13. Assist students with personal difficulties by making proper referral~~
- ~~14. Maintain~~Maintains and ~~respect~~respects the confidentiality of student information.
- ~~15. Ride~~Rides bus with ~~student~~students when needed.
- Perform~~Administers~~, monitors, and assists students in a variety of tests as directed.
- Confers with teachers to identify learning needs and evaluate the progress of students.
- Assists with classroom management.
- ~~16. Performs other related duties consistent with~~as assigned to ensure the ~~scope~~efficient and ~~intent~~ of the position.

JOB REQUIREMENTS

Knowledge of:

- ~~General needs and behavior of children~~
- ~~Basic competencies in reading, writing, mathematics and spoken language~~
- ~~Safety practices and procedures~~

Ability to:

- ~~Develop and maintain effective relationships with adults and children.~~
- ~~functioning~~Perform routine clerical work.
- ~~Make arithmetical calculations accurately.~~
- ~~Learn to operate modern office equipment, instructional computers and related software.~~
- ~~Understand and carry out oral and written instructions.~~
- ~~Work with diverse individuals and small groups of students.~~

- ~~• Learn special education practices, procedures and terminology.~~
- ~~Maintain up-to-date knowledge and skills related to the scope and responsibility of the position.~~ work unit.

Maintain regular, consistent attendance

• ~~Job:~~

Physical Requirements: - Qualifications

- ~~• Fine manual dexterity to operate common office equipment and appliances~~
- ~~• Working at a desk and meetings of various configurations~~
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

- ~~• Sitting and/or standing for extended periods~~
- ~~• Reading printed matter and computer screens~~
- ~~• Communicating so others will be able to clearly understand a normal conversation~~
- ~~• Talking, hearing and understanding speech at reasonable volume~~
- ~~• Near and far visual acuity/depth perception/color vision/field of vision~~
- ~~• Bending, twisting, stooping, crawling, kneeling and reaching~~
- ~~• Ability to push and/or pull up to 40 pounds~~
- ~~• Ability to lift and/or carry up to 35 pounds~~

MINIMUM QUALIFICATIONS

Education:

~~Must demonstrate Highly Qualified status using the following education requirements~~

- ~~Possession~~ Completion of a ~~High School Diploma~~ high school or ~~equivalent~~ equivalency AND any one of the following:
 - ~~• Completion of two (2) years of higher education study (48 semester units or 72 quarter units)~~
 - ~~• Possession of an Associate's~~ associate degree or higher degree
 - ~~• Passage of a Fontana Unified School District (FUSD)-approved Paraprofessional Exam~~ paraprofessional exam or possession of an FUSD-approved Paraprofessional Certificate paraprofessional certificate

~~DESIRED QUALIFICATIONS~~

Experience:

- Two (2) years of experience working with school-aged children (preferred)

Skill(s):

- ~~Ability to speak Spanish fluently~~

NECESSARY MATERIALS

License:

~~Possess a valid~~

Licenses, Certifications, and appropriate/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California Driver's License or valid form of identification
- Tuberculosis/Drug Screen Clearance
- First aid and CPR certifications
- Verified copy of high school diploma or equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - Official transcripts verifying two (2) years of higher education study (48 semester units or 72 quarter units) OR
 - Verified copy of Associate Degree or higher OR
 - Verified copy of paraprofessional certificate

KNOWLEDGE AND ABILITIES:

Knowledge of:

- General needs, learning styles, and requirements of students as defined by special education
- Basic competencies in reading, writing, mathematics, and spoken language
- Safety practices and procedures
- Basic core standard curriculum subjects
- Computer usage, including assigned computer hardware/software
- English usage, grammar, punctuation, and spelling
- Modern office practices, procedures, and equipment

Ability to:

- Develop and maintain effective relationships with adults and children
- Perform routine clerical work
- Make arithmetical calculations accurately

- Learn to operate modern office equipment, instructional computers, and related software
- Understand and carry out oral and written instructions
- Work with diverse individuals and small groups of students
- Learn special education practices, procedures, and terminology
- Learn, interpret, and apply administrative and departmental policies, law, and rules with good judgment
- Learn and interpret relevant laws and regulations governing special education, such as Individuals with Disabilities Education Act (IDEA)
- Establish and maintain cooperative and effective working relationships with others
- Utilize interpersonal skills with tact, patience, and courtesy
- Work successfully in a diverse environment
- Make decisions based on sound judgment, honesty, and integrity
- Communicate effectively both orally and in writing
- Support students with physical and/or social/emotional needs

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works primarily in an indoor classroom environment

Hazards:

- May come into contact with bodily fluids

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate common office equipment and appliances
- Sitting and/or standing for extended periods

- Seeing to read printed matter and computer screens
- Talking and hearing to communicate
- Bending, twisting, stooping, crawling, kneeling, and reaching
- Pushing and/or pulling up to 50 pounds, and lifting and/or carrying up to 25 pounds

Original Board Approval: 08/23/2007

Revised: 05/06/2015; 06/03/2015; 12/18/2025

FONTANA UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Tutor/Monitor

CATEGORY: ~~Non-Exempt~~ Classified
~~Contract~~ Non-Exempt

REPORTS TO (BY TITLE): ~~School Principal~~

SALARY RANGE: ~~Range~~ 911

WORK YEAR: ~~10 months per year~~ 203 days

POSITION DESCRIPTION:

Under general supervision of a certificated employee, performs a variety of work related to assisted instruction. ~~Performs related duties to the tutoring; tutors and monitoring of monitors~~ students in a variety of programs as required.

Class Characteristics:

May be assigned to computer-generated instructor to monitor students working independently in a computer-generated program.

DUTIES AND PERFORMANCE RESPONSIBILITIES (ESSENTIAL JOB FUNCTIONS):

~~Duties may include, but are not limited to the following:~~

~~Assist~~

- ~~1. • Assists~~ teachers by providing students with teacher-developed mini-lessons or academic assistance.
- ~~2. • Monitor~~ Monitors and ~~coach~~ coaches students.
 - ~~Tutor~~ Assists with classroom management.
 - Provide individual tutoring on a one-on-one basis in small groups.
 - Administers, monitors, and assists students in a variety of tests as directed.
- ~~3. • Tutors~~ students based upon tasks provided by the teacher.
- ~~4. • Celebrate~~ Celebrates student successes and ~~motivate~~ motivates students to improve academically.
- ~~5. • Perform~~ Performs other related duties ~~consistent with the scope and intent of the position.~~

JOB REQUIREMENTS

Knowledge of:

- Computers as assigned to ensure the efficient and instructional programs effective functioning of the work unit.
- General needs and behavior of children
- Practical methods used in motivating and controlling students
- Simple record keeping and filing

Ability to:

- Establish rapport with small group or individual students
- Provide own transportation to sites during workday
- Maintain state minimum liability insurance coverage

Job

Physical Requirements: – Qualifications

- Fine manual dexterity to operate common office equipment and appliances
- Working at a desk and meetings of various configurations
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION, EXPERIENCE, AND LICENSING/CERTIFICATION REQUIREMENTS:

- Sitting and standing for extended periods of time
- Reading printed matter and computer screens
- Communicating so others will be able to clearly understand a normal conversation
- Talking and hearing and understanding speech at reasonable volume
- Bending, twisting, stooping and reaching
- Near and far visual acuity/depth perception/color vision/field of vision
- Ability to lift, carry, push and/or pull up to 20 pounds

MINIMUM QUALIFICATIONS

Experience:

- Individuals possessing the knowledge and abilities listed above are considered to possess the necessary experience

Education:

- Possession/Completion of a High School Diploma/high school or equivalent/equivalency AND any one of the following:

- ~~☐~~ Completion of two (2) years of higher education study (48 semester units or 72 quarter units)
- ~~☐~~ Possession of an ~~Associate's degree~~ Associate or higher degree.
- ~~☐~~ Passage of a Fontana Unified School District (FUSD) ~~)-approved~~ Paraprofessional Exam ~~paraprofessional exam~~ or possession of an FUSD ~~)-approved~~ Paraprofessional Certificate ~~paraprofessional certificate~~

Experience: **NECESSARY MATERIALS**

License:

Possession of a valid

- Experience working with school-aged children (preferred)

Licenses, Certifications, and ~~appropriate~~/or Clearance Requirements:

- Department of Justice Fingerprint Clearance
- Valid California ~~driver's license or ability to obtain within one month~~ Driver's License or valid form of ~~employment~~ identification

Materials:

- Tuberculosis/Drug Screen Clearance
- Verified copy of a high school diploma or ~~equivalent~~ equivalency, or official transcripts verifying high school diploma or equivalency AND any one of the following:
 - ~~☐~~ Official transcripts verifying two (2) years of higher education study (48 semester or 72 quarter college units) OR
 - ~~☐~~ Verified copy of an ~~a~~ Associate ~~d~~ Degree OR
 - Verified copy of ~~P~~ paraprofessional ~~C~~ Certificate

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Computer usage, including related software
- General needs, learning styles, and requirements of students
- Practical methods used in motivating and supervising students
- Simple record-keeping and filing
- Basic core standard curriculum subjects
- Basic math, including calculations using fractions, percentages, and/or ratios
- Online educational programs and tools
- Safe practices in the instructional environment

- English usage, grammar, and vocabulary

Ability to:

- Establish rapport with small group or individual students
- Communicate effectively, both orally and in writing
- Adhere to safety practices
- Make decisions based on sound judgment, honesty, and integrity
- Assist students as needed with technologies that support student learning
- Establish and maintain cooperative and effective working relationships
- Learn, interpret, and apply administrative and departmental policies, laws, and rules with good judgment
- Maintain a variety of records and confidentiality of information
- Utilized interpersonal skills with tact, patience, and courtesy
- Model and facilitates students' critical thinking and problem solving
- Monitor student behavior and provide corrective guidance as necessary
- Utilize a variety of job-related equipment
- Work well both independently and as part of a team
- Work successfully in a diverse environment

WORKING CONDITIONS:

Environment:

The work environment characteristics here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Works in an indoor classroom environment

NOTE: The noise in these environments is from quiet to loud depending upon the activity in the particular part of the day.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sitting and standing for extended periods of time
- Approved:—4Dexterity of hands and fingers to operate common office equipment and appliances
- Seeing to read printed matter and computer screens

- Talking and hearing to communicate
- Bending, twisting, stooping, and reaching
- Lifting, carrying, pushing, and/or pulling up to 25 pounds

Original Board Approval: 04/18/2001

Revised: - 5/6/05/06/2015; 6/30/06/03/2015; 12/18/2025
Salary Range Only approved eff. 1/1/2024