



Mexican American Student Services Department Reorganization Plan SY 2018-19

The following reorganization plan provides for an integrated comprehensive approach for services utilizing an asset-based model to build systemic, institutional equity for improving academic student achievement and educational outcomes. The Mexican American Student Services Department (MASSD) plan further commits District resources to serve the varied needs of Mexican American/Latino students and parents district-wide for increased academic success.

MASSD MISSION

As the Mexican American Student Services Department Staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services, such as tutoring and mentoring.

PART I: MASSD Reorganization Overview

Introduction

Tucson Unified School District (TUSD) student demographics continue to move in the direction of a growing Mexican American/Latino student population, which for years has comprised the largest ethnic student population within the District. The Mexican American Student Services Department (MASSD) was created as an essential component of the Unitary Status Plan (USP), which was stipulated by all of the parties and approved by the US Federal Court on February 19, 2013.¹

¹ USP section E.8.a.1. states in part: "The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of

Since the inception of the MASSD in 2012, the Department has provided advocacy for academic achievement of Mexican American/Latino students with a direct student service and staffing model comparable to other TUSD Student Equity departments. This has manifested in the current use of a deficit model approach by the MASSD, which includes identifying student deficiencies (i.e. low achievement in reading and math test scores, low attendance, behavior issues, etc.). As Paul Gorski states, “deficit ideology is a worldview that explains and justifies outcome inequalities— standardized test scores or levels of educational attainment, for example—by pointing to supposed deficiencies within disenfranchised individuals and communities” (Gorski, 2010). The department puts into place strategies to address these deficiencies through the use of Student Success Specialists at targeted sites working in these specific areas.

In contrast, in the new model for reorganization will focus on an asset-based approach shifting to Program Specialists who will concentrate on direct services in targeted areas for students, families, sites and thus provide a broader spectrum of asset-based services. Asset-based ideology embraces and builds upon students’ and their families’ strengths, potential, culture/linguistic background, experiences, knowledge, and skills. Students and parents bring “funds of knowledge” from their community and homes to utilize at every level of the educational experience to further a commitment to equity and improved academic achievement in TUSD. ²The provision of support services for parents, administrators, and teachers in TUSD is foundational to the efficacy of these research-based practices centered on increasing student success in school and enhancing academic achievement.

Expert Panel

This plan was reviewed by an expert panel of scholars invested in the Mexican American/Latino community in Tucson Unified School District and their input was considered and incorporated as appropriate in this plan:

- Dr. Nolan Cabrera- University of Arizona, Associate Professor, College of Education, Educational Policy Studies & Practice

Latino students, including English language learners, using strategies including participation in Achievement Via Individual Determination (AVID) and, approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan.” The cited USP section encapsulates the overarching intended objective for the work of the MASSD.

² López, F. (2017). Altering the trajectory of the self-fulfilling prophesy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education*, 68, 193-212.

- Dr. Francesca López- University of Arizona, Associate Professor, College of Education, Educational Policy Studies & Practice
- Dr. Andrea Romero- University of Arizona, Professor, College of Agriculture and Life Sciences, Norton School of Family Consumer Science, Family Studies and Human Development-Director- Frances McClelland Institute for Children, Youth, and Families
- Dr. Ada Wilkinson-Lee- University of Arizona, Associate Professor, College of Social & Behavioral Sciences, Mexican American Studies Department

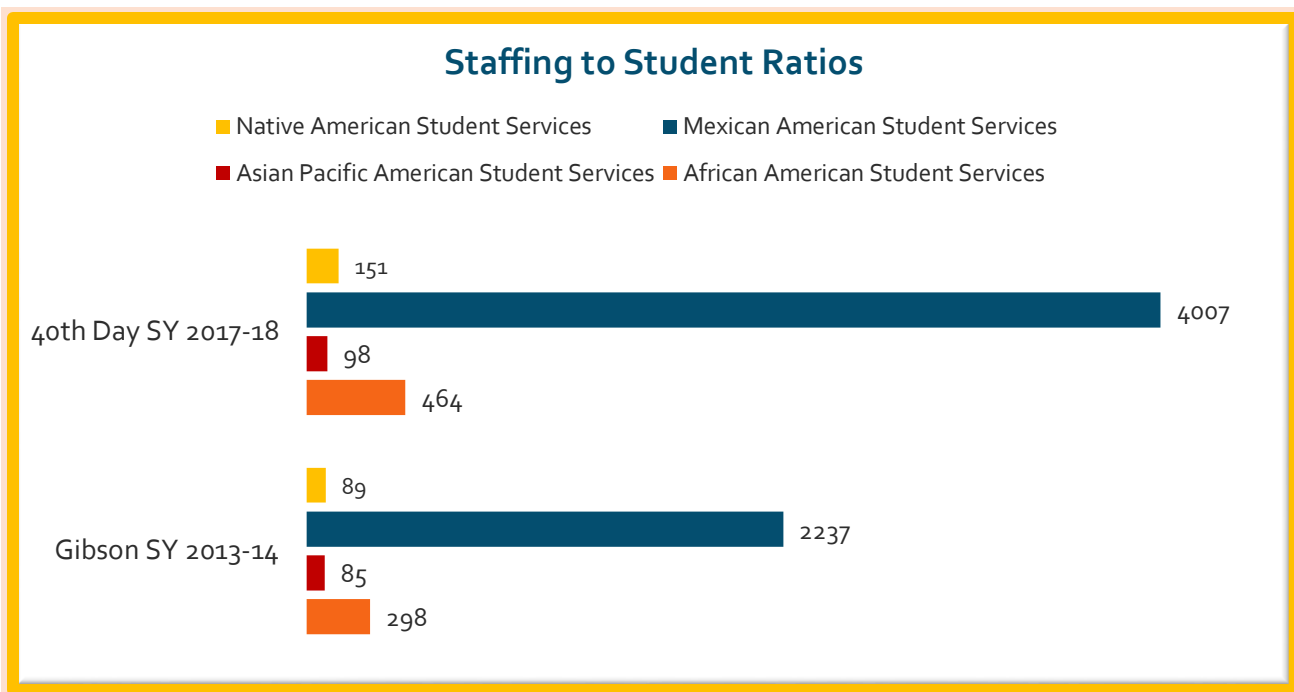
Purpose

The purpose of the reorganization is to improve the academic achievement and educational outcomes of Mexican American/Latino students through the expansion of support services in TUSD. The reorganization of the MASSD provides qualified staffing for student, parent, teacher, and administrator support district-wide in alignment with the duties and responsibilities outlined in the USP. The integration of a comprehensive asset-based model (López, 2017) approach to student services will increase department efficacy centered on culturally responsive practices for growth and advocacy.

Rationale

In 2013, the Gibson Consulting Group commissioned by TUSD examined the efficiency of this direct student service model. The *Operational Efficiency Audit* found that “there is no apparent relationship between the number of TUSD students by ethnicity and the number of Student Equity and Intervention staff that support them” (Gibson, 2014, p. 23). Nevertheless, the basis for the allocation of resources and services to the MASSD has relied on this direct service model.

Graphic 1 details the staffing to student ratios based on the Gibson *Operational Efficiency Audit* and TUSD 40th Day Enrollment for SY 2017-18. In SY 2017-18, MASSD’s 7 Student Success Specialists committed to serving as many of the 29,049 students as possible with a 4,007 to 1 ratio.



Graphic 1

Sources: Gibson, 2014, p. 24 & Synergy, Daily Enrollment by Student Demographics- 40th Day SY 2017-18

Through ongoing data analysis, the Mendoza Plaintiffs and District leadership have reached a common agreement that a more comprehensive and integrated outcome-based service model will best support students, parents, administrators, and teachers to improve the academic achievement and educational outcomes of Mexican American/Latino students. This model will provide support through targeted areas for district-wide services.

Modifications of the current MASSD service model for Mexican American/Latino students will foster integrity to the intentions of the USP through a transformational reorganization. This determination is based on data analysis and feedback from District Leadership, the Special Master, and the Mendoza Plaintiffs. The recommendations for the MASSD reorganization focus on improved outcomes to meet USP objectives through the initiation of a comprehensive and integrated model to benefit more students district-wide. To this end, TUSD Leadership, the MASSD Director, a member of the Special Master’s Implementation Committee, and a Mendoza Plaintiffs’ representative have collaborated in the development of this MASSD Reorganization Plan.

Theoretical Framework

The MASSD Reorganization Plan incorporates research-based practices using an asset-based systemic approach in its delivery of services. Critical to this approach is the previously explained shift in staffing from Student Success Specialists, positions that do not require a BA/BS or bilingual requirements, to Program Specialists who must hold a BA/BS and be

demonstrate bilingual (Spanish & English) proficiency. Two of the Program Specialist positions (Academic Empowerment focus area) also require a teacher certification.

Program Specialists are integral to the asset-based model approach, which embraces and builds upon students' and their families' strengths, potential, cultural/linguistic background, experiences, knowledge, and skills. Students and parents bring "funds of knowledge" (Moll & Gonzalez, 1992) from their community and homes to utilize at every level of the educational experience. Families identify themselves with the pedagogy and school culture; this connection fosters self-advocacy (Nuri-Robins et. al, 2005). This supports and furthers a commitment to equity and academic achievement in TUSD.

The theoretical framework is strategically developed and applied through the following practices:

- Focusing on an **asset-based approach support model** in developing and executing services aimed at improving the academic and educational outcomes of Mexican American/Latino students, inclusive of students identified as English Language Learners (ELL);
- Integrating **culturally responsive practices** for growth and advocacy through collaboration with the Culturally Responsive Pedagogy & Instruction Department (CRPID);
- **Identifying and responding promptly to systemic patterns** hindering academic success (i.e. absences, behavior, social needs, etc.) based on cultural/linguistic background
- Utilizing the District's integrated system of student and school data to monitor progress and respond with required changes to improve academic achievement
- Collaborating with sites, departments, and leaders to formulate **sustainable and systemic remedies**;
- Monitoring through a **continuous improvement evaluation** component to implement needed programmatic changes;
- Utilizing Achievement Via Individual Determination (**AVID**) **strategies** and models to **support Culturally Relevant Curriculum (CRC)** classrooms to reduce/eliminate the opportunity gap and increase college readiness;
- Developing **positive, empowering relationships** based on respect and affirmation of the cultural/linguistic backgrounds of families through partnerships with District and community resources.

Part II: Reorganization of MASSD

All support services in this plan include meeting of the needs of Mexican American/Latino students identified as ELL. A Strategic Plan is critical to the effectiveness of MASSD Reorganization and is inclusive of goals, objectives, and measureable outcomes. A working document of this plan is available in Appendix I.

SY 2018-19 Reorganizational Goals

The following goals are based on the theoretical framework outlined above. These goals are further developed in the Strategic Plan (see Appendix 1). Many of these goals intersect with the work of District departments including CRPID, LAD, FACE, etc.

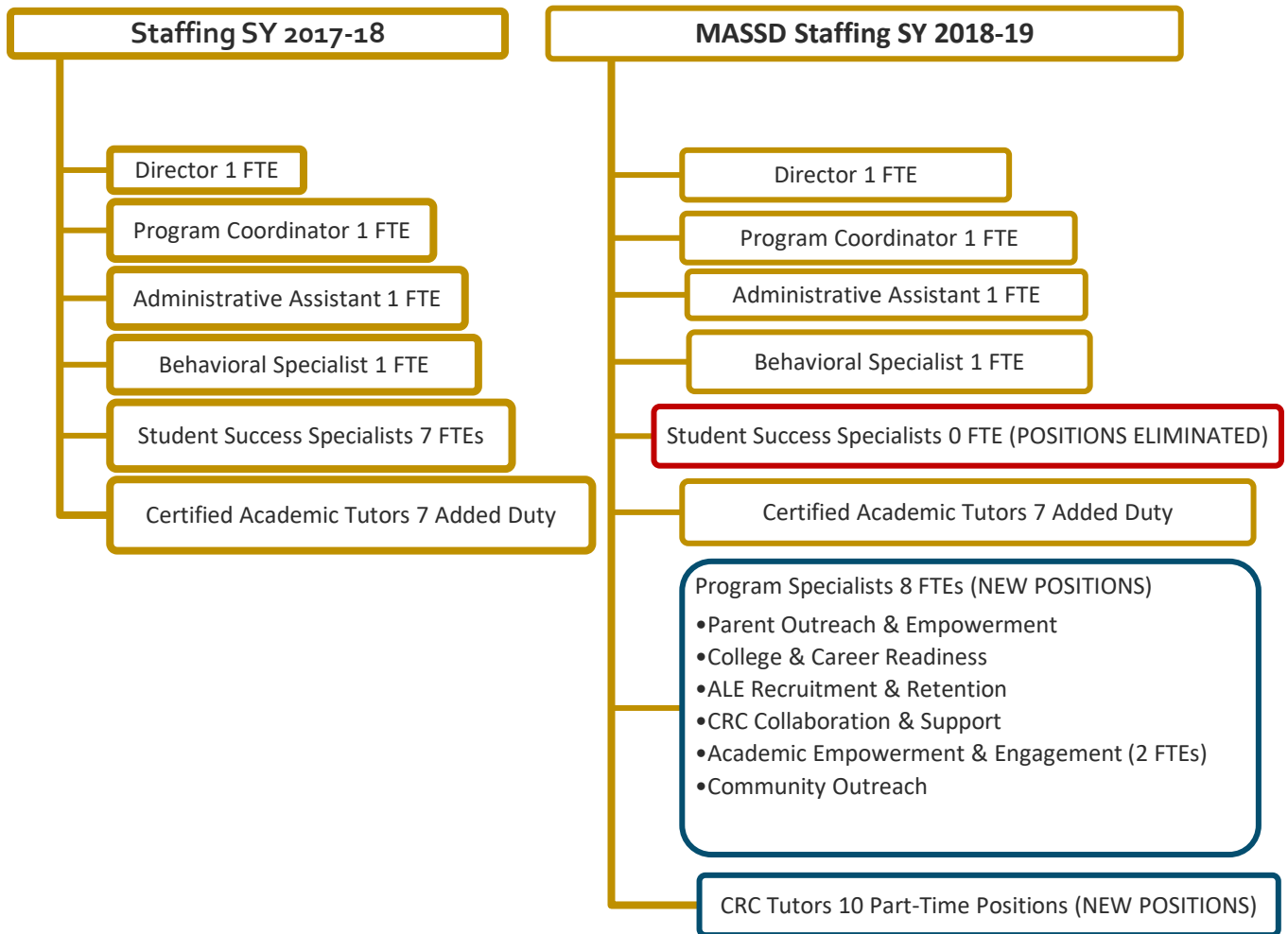
- 1. Implement the reorganization of the MASSD to reflect asset-based support services integrated with culturally responsive strategies to improve academic student achievement & educational outcomes.*
- 2. Develop a systemic approach of support for administrators and teachers to incorporate asset-based and culturally responsive strategies within all facets of Mexican American/Latino student's educational experiences in TUSD.*
- 3. Advocate for Mexican American/Latino students' and parents' best interests in District decision-making.*
- 4. Expand extensive, integrated, collaborative partnerships at the local, state, and national level to support MASSD goals.*
- 5. Foster Mexican American/Latino parent engagement in collaboration with Family and Community Engagement (FACE), site administrators, the CRPID, and District Leadership.*
- 6. Monitor academic success indicators for Mexican American/Latino students district-wide to recommend interventions as needed*
- 7. Target CRC classrooms to utilize AVID strategies to build positive, trusting relationships for students' academic and social support.*

Assessment and Evaluation

A designated Research Project Manager from the District Assessment & Evaluation Department will assist the MASSD Director in the development of an Evaluation Plan to analyze formative and summative assessments to monitor student academic, social, and behavior needs (e.g. site discipline trends, benchmark data, attendance rates, etc.). Previously the department has relied on academic achievement data by school and individual students served. Ongoing monitoring and assessment will be conducted to continue to determine effectiveness of positions and alignment with job responsibilities.

MASSD Reorganization Staffing SY 2018-19

Reorganization calls for an integrated comprehensive support services that move away from a deficit-based centered direct services model with the elimination of Student Success Specialists positions and shifts to an asset-based approach using Program Specialists. Although the number of FTEs are relatively similar in both models, the systemic focus of services and the pedagogical framework on which the reorganization is based has changed. This change will positively impact student achievement and behavior district-wide with a more effective use of allocated resources.



Continuing Positions: Job Descriptions

Director

Position Goal: Strategically lead in the planning, development, implementation, and evaluation of programmatic strategies to meet the vision, mission, and goals of the Department.

- Supervise staff to implement department mission, goals, and objectives.
- Plan and oversee implementation of specific strategies to improve academic achievement of Mexican American/Latino students including direct student services, mentoring, increasing student retention, and college-going rates Participates in the internal Culturally Responsive Practices (CRP) committee to develop, implement, and internally monitor the CRP PD Plan.
- Develop community partnerships including advocacy organizations, local colleges, and universities.
- Collaborate with relevant District departments to foster equity.
- Serve as member of the Expert Educator Committee, TUSD CRP Committee, community advisory boards and committees.

Program Coordinator

Position Goal: Assist the Director in the implementation of programmatic strategies to improve Mexican American/Latino student academic achievement and educational outcomes.

- Develop and disseminate Spanish/English bilingual promotional materials for the Department on college & career readiness, Advanced Learning Experiences (ALE) offerings, credit recovery opportunities, social development, and community partnerships.
- Collaborate with in-district & community resources as a department liaison for advocacy.
- Analyze district-wide data to ensure student academic progress to provide support strategies for parents and sites.
- Assist Director in grant writing for alternative funding sources and coordination of department initiatives.
- Provide consultations, trainings, and evaluations of social/behavioral interventions and district-wide discipline patterns.
- Support the CRPID to facilitate CRP Professional Developments (PDs) district wide as a member of the CRP PD team.

Behavioral Specialist

Position Goal: Provide direct services and consultation for behavioral support of Mexican American/Latino students district-wide utilizing an asset-based approach.

- Provide individual behavioral support and coaching per site or parent requests for culturally responsive services aligned with PBIS and Restorative Practices.
- Document data for each referred student's behavioral progress to determine progress and to evaluate the success of the MASSD behavioral coaching services.
- Communicate and collaborate with MASSD, CRPID, and District Leadership charged with PBIS and Restorative Practices professional development.
- Support systemic use of Restorative Practices and PBIS to reduce the disproportionality of discipline for Mexican American/Latino students.
- Observe, consult, and plan with site staff in appropriate behavioral interventions for Mexican American/Latino students.
- Collaborate with site Multi Tiered System of Support (MTSS) teams to identify and strategize on how to best meet student needs through an asset-based approach to behavioral interventions.
- Provide training in culturally responsive behavioral interventions and strategies to departments and site staff.

Administrative Assistant

Position Goal: Assist the Director in the day to day operations of department to support Mexican American/Latino student academic achievement and educational outcomes.

- Develop and disseminate Spanish/English bilingual communications for the Department.
- Act as a liaison with in-district & community resources for support of department initiatives.
- Provide District information on support for parents and students .
- Assist Director in budget development, modifications, and management.
- Train staff in Department and District procedures as needed.
- Navigate procedures and protocols for Department events, activities, initiatives, and programs.

Certified Academic Tutors

(7 added duty positions for certified teachers for direct instruction in Math)

Position Goal: Develop culturally responsive math interventions and enrichments to increase Mexican American/Latino student academic achievement.

- Conduct math tutoring on Saturdays at designated sites for registered Mexican American/Latino students in grades 3-5 and middle school.
- Provide individualized interventions and enrichments during 3 hour sessions.
- Tutor no more than 15 students at the designated site.
- Communicate student progress to parents at the end of the 3 hour session.
- Attend professional development facilitated by the Math Curriculum Department.
- Update classroom teachers on student progress and needs.

New Positions: Recruitment, Training, and Retention

New positions initiated with MASSD reorganization include eight Program Specialists positions and ten part-time CRC Tutor positions. Current Student Success Specialists with Spanish/English bilingual proficiency and holding a Bachelor's degree or higher will be encouraged to apply for Program Specialists positions. Recruitment strategies of qualified individuals possessing a BA/BS or higher with bilingual proficiency in Spanish/English will commence at the end of SY 2017-18 with the implementation of the Reorganization Plan.

Program Specialists will be encouraged to participate in the District's Make the Move Teacher Internship program that recruits employees with a BA/BS to enter a teacher training program with completion over the course of two years.

8 positions will be filled by the department with candidates in the following areas:

- ***Parent Outreach & Empowerment***
- ***College & Career Readiness***
- ***Advanced Learning Experiences Recruitment & Retention***
- ***Culturally Relevant Curriculum Collaboration & Support***
- ***Academic Empowerment & Engagement***
- ***Community Outreach***
- ***Social-Emotional & Behavioral Support***

Recruitment

- Direct recruitment of In-District candidates with experience and knowledge of resources for advocacy
- Host Open House events inviting potential candidates
- Utilize current collaboration with UA Departments to recruit qualified candidates with skills and knowledge of the needs of the Mexican American community
- Advertise via community partner outlets: social media, job networks, events
- National advertising via social networks, bulletins, social media
- Expert panel referrals of candidates
- Presentations at relevant University of Arizona student centers
- Invitations to qualified candidate who previously applied for Student Success Specialists positions

Training

- District Department trainings led by Directors and Program Coordinators (ALE, CTE, FACE, LAD, GATE, CRPI)
- Mentoring by identified In-District mentors in the pertinent focus area
- Coaching by the MASSD Director and Program Coordinator
- Job shadowing of In-District staff and community partners essential to focus area assignment
- Professional Development in the job-related areas including: culturally responsive practices for services, trauma-informed educational settings, college preparation from local non-profits and high education institutions, AVID strategies, grief counseling, ACEs (Adverse Childhood Experiences, funds of knowledge, direct academic interventions, etc.

Retention

- Foster ownership of Program Specialist position through development of Action Plans
- Ongoing training to further develop competency
- Follow-up and reflection of practices with the MASSD Director
- Weekly collaboration with peers
- Community building retreats for alignment to mission and goals
- Effective communication of expectations of new positions

New Positions : Job Descriptions and Qualifications

Program Specialist

1

Parent Outreach & Empowerment

(1 classified position)

Position Goal: Develop and implement an action plan to increase Mexican American/Latino parent involvement in the decision-making process through participation in empowerment trainings, workshops, and conferences.

Qualifications:

- Minimum requirements include BA/BS and bilingual Spanish/English
- Background in parent engagement
- Experience collaborating with relevant District departments and community resources
- Training in family engagement

- Recruit for and facilitate the Mexican American Parent Advisory Council to ensure inclusion in the District's decision-making process.
- Develop bilingual (Spanish/English) empowerment trainings with FACE staff for Mexican American/Latino parents to become advocates in site councils, PTAs, SCPC, and Governing Board meetings.
- Liaison to Language Acquisition Department to ensure parental rights and consent are equitably implemented for students identified as ELL.
- Advocate for parent rights to ensure equity in discipline, Exceptional Education, Language Acquisition issues, and legal status.
- Collaborate with community partnerships to inform and empower parents on critical issues in public education (e.g. Expect More Arizona, Mi Familia Vota, League of Women Voters in Arizona).
- Liaison to Family and Community Engagement Director, Family Resource Center staff, and site Community Liaisons/Representatives to increase parent engagement and awareness of opportunities for families.
- Facilitate district-wide events to promote parent empowerment and knowledge of District and community opportunities (e.g. ALE, citizenship, open enrollment, dual language, family resource centers, department programs).
- Communicate programs, events and resources via ParentLink, social media, community events, etc. to inform parents of multiple opportunities for engagement.
- Support sites in developing and implementing parent outreach to develop equitable access for Mexican/Latino parents district-wide.

Program Specialist

2

College & Career Readiness

(1 classified position)

Position Goal: Develop and implement an action plan to increase the number of college and career-ready Mexican American/Latino students as evidenced by participation in department workshops, student data, and college entrance data.

Qualifications:

- Minimum requirements include BA and bilingual Spanish/English
- Experience collaborating with relevant District departments and community resources
- Background in mentoring programs
- Training in college and career readiness, financial aid, and parent college preparation

- Collaborate with UA Office of Early Academic Outreach's College Academy for Parents & Kids College into site Parent Encuentros to increase the number of college-ready students.
- Promote CTE/JTED programs to students and parents to increase exposure to multiple career options for students.
- Liaison to Counseling Department and site College & Career Coordinators to expand resources for parents and students.
- Develop a College & Career Academy for middle school students to learn from college instructors and mentors and to earn high school STEM or elective credit.
- Recruit for transition to college through dual enrollment cohorts enrolled in courses at PCC to earn college credit while in high school.
- Facilitate summer enrichment programs (e.g. Camp Invention, STEM activities, TECHNOLOchicas, etc.) to extend learning opportunities in critical career areas.
- Develop Mujeres En Movimiento Mother-Daughter Program initially targeting seventh graders as an early-outreach program designed to increase the number of first-generation students who are qualified and prepared to enroll in college through family empowerment.
- Facilitate a Student to Teacher Mentor program targeting middle & high school Mexican American/Latino students who are interested in pursuing education as a career to develop an educational pipeline.
- Coordinate Adelante Parent & Youth Leadership Conference to promote K-12 college preparedness.

Program Specialist

3

ALE Recruitment & Retention

(1 classified position)

Position Goal: Develop and implement an action plan to increase the number of Mexican American/Latino students recruited, participating in, and successfully completing ALE opportunities as evidenced in student data.

Qualifications:

-Minimum requirements include BA and bilingual Spanish/English

-Experience collaborating with relevant District departments and community resources

-Background in promoting ALEs

-Training in CRP and ALE programs

- Train site staff to develop and utilize CRP for instruction with students participating in Advanced Learning Experiences (ALE) at all grade levels in collaboration with ALE staff.
- Promote parental awareness of the varied needs of gifted/talented/creative children to increase access for Mexican American/Latino families.
- Liaison to ALE Director, GATE Program Coordinator, CTE Director, and Language Acquisition Director to ensure collaboration and alignment of goals.
- Ensure Mexican American/Latino parent involvement and feedback regarding ALE programs (e.g. GATE, AP, Dual Language, IB, CTE, dual credit, etc.) to increase engagement and empowerment.
- Identify, recruit, and monitor for ALE placement to increase the number and percentage of Mexican American/Latino students, including ELL students, enrolled in ALEs.
- Collaborate with sites to develop strategies to support successful completion of ALEs by Mexican American/Latino students.
- Monitor district-wide patterns of Mexican American/Latino participation in ALEs to adjust recruitment and retention strategies.

Program Specialist

4

CRC Collaboration & Support

(1 classified position)

Position Goal: Develop and implement an action plan to increase the development of academic identity through the support of designated CRC classrooms as evidenced by student data, surveys, and CRC participation.

Qualifications:

-Minimum requirements include BA and bilingual Spanish/English

-Experience collaborating with relevant District departments and community resources

-Background in CRC support and organizing college mentoring

-Training in CRP and Parent Encuentros

- Liaison to CRPI Director to ensure collaboration and alignment of goals and strategies to increase academic achievement.
- Ensure the implementation of AVID strategies in CRC classrooms.
- Facilitate CRP professional development focused on asset-based instructional strategies in collaboration with the CRPD Director to increase systemic culturally responsive practices.
- Organize college mentoring in Mexican American Viewpoint courses and CRC designated classrooms to provide in-class support to develop academic and cultural identity to increase student achievement.
- Coordinate guest speaker presentations from community and college resources to provide multiple perspectives from diverse role models.
- Provide opportunities for community, parent and student input to make recommendations regarding CRC practices to increase effectiveness.
- Facilitate field trips targeted for CRC classes including college tours to provide exposure to multiple opportunities in the community.
- Support CRPID in coordinating CRC Parent Encuentros at designated sites to increase parent engagement.
- Assist in facilitating a CRC Teacher Prep mentoring program in collaboration with UA College of Education & Mexican American Studies Department to increase the number of qualified CRC teachers.

Program Specialists 5 & 6

Academic Empowerment & Engagement

(2 certified positions)

Position Goal: Develop and implement an action plan to cultivate an asset-based approach for academic support strategies and services to improve Mexican American/Latino student achievement as evidenced through data indicators of student progress.

Qualifications:

-Minimum requirements include BA , bilingual Spanish/English, teacher certification

-Experience collaborating with relevant District departments

-Background in MTSS process, asset-based academic mentoring

-Training in CRP, professional development, academic interventions

- Cooperate with classroom teachers in developing asset-based approach strategies for in-classroom support.
- Collaborate with ALE staff to facilitate training in AVID strategies for targeted grade level site staff district-wide.
- Promote CRP through the development of asset-based academic support strategies in collaboration with CRPID.
- Assist in conducting CRP PDs to increase student engagement district-wide.
- Facilitate the development of academic goals with students, teachers, and the site administration to ensure equitable educational outcomes focusing on identified lower 25% student populations.
- Utilize data on students to determine individual progress of students in the lower 25% to evaluate effectiveness of academic services.
- Liaison to Curriculum & Instruction Director, Curriculum Program Coordinators, and MTSS Facilitators to analyze academic benchmark data for increased student progress.
- Conduct individual academic mentoring for students.
- Consult targeted MTSS teams in academic interventions utilizing asset-based strategies.
- Organize skills building and enrichment opportunities for students (e.g. Saturday Math Academy).
- Coordinate student empowerment conferences to develop academic and cultural identity.
- Train staff in blended learning resources (e.g. Edgenuity) and multimedia sources.
- Develop and conduct trainings in the Anti-Bias Framework's Social Justice Standards embedded in TUSD's Curriculum to build CRP.

Program Specialist

7

Community Outreach

(1 classified position)

Position Goal: Develop and implement an action plan to expand community partnerships to increase Mexican American/Latino student achievement through effectively meeting the educational, social, and cultural needs of families.

Qualifications:

-Minimum requirements include BA and bilingual Spanish/English

-Experience collaborating with relevant District departments and community partners

-Background in organizing workshops with community partners and promoting events

-Training in workshop facilitation

- Promote District & Department programs and events via various avenues including Spanish language television and radio.
- Maintain & further develop partnerships with community resources and agencies (e.g. LULAC, AZ César Chávez Holiday Coalition, Amistades, Child & Family Resources, CPLC) to increase access to educational opportunities.
- Recruit community leaders to facilitate a student mentoring program.
- Research, write and monitor grants for additional funding sources.
- Facilitate UA collaboration with the Mexican American Studies Department, College of Education, student organizations and centers, alumni association.
- Develop and promote citizenship workshops with community partners (e.g. DACA resources, Tucson Citizenship Campaign, International Rescue Committee, etc.).
- Participate in LULAC's Youth Leadership Conference Planning Committee.
- Coordinate district-wide presentations by guest speakers (e.g. César Chávez Month, Mexican American Heritage Month, Segundo de Febrero Commemoration, Center for Biological Diversity, UA Honors College, etc.).

**Program Specialist
8**

**Social-
Emotional &
Behavioral
Support**

(1 classified position)

Position Goal: Develop and implement an action plan to reduce discipline disparities and increase social-emotional services for Mexican American/Latino students as evidenced by discipline data and participation rates.

Qualifications:

-Minimum requirements include BA and bilingual Spanish/English

-Experience collaborating with relevant District departments and community resources

-Background in advocating for students for discipline and behavior

-Training in Restorative Practices, PBIS, social and behavioral advocacy

- Conduct individual student support through working in collaboration with the student, parent, teacher, and site administration in developing joint behavioral management strategies.
- Liaison to site Counseling Department and Restorative Practices Facilitators to develop behavioral coaching strategies to support students to redirect or replace behaviors, which obstruct their learning.
- Promote culturally responsive health & wellness through community collaboration.
- Support substance abuse prevention through training and collaboration with sites for parents, school staff, and students.
- Provide workshops and resources on bullying, harassment, and family/relationship violence for parents.
- Coordinate professional developments in social & behavior advocacy (e.g. violence prevention and substance abuse services, mental health, identity, ACEs, trauma-informed practices, social/historical trauma).
- Advocate for students in discipline hearings/suspensions.
- Support LGBTQ youth leadership and engagement programs at sites.
- Collaborate with Restorative Practices Facilitators to support site PBIS and restorative practices.
- Cooperate with departments and agencies to provide support of Youth On Their Own and students in foster care.

CRC Tutors

(10 part-time positions)

Position Goal: Develop authentic, caring relationships as college role models in designated CRC classrooms to increase Mexican American/Latino student academic achievement.

Qualifications:

- Minimum requirements include current college enrollment in good academic standing and bilingual Spanish/English
- Experience navigating college entrance and academic success
- Background in community partnerships
- Interest in being an encouraging role model for Mexican American/Latino students

- Empower students to develop academic identities by serving as a college role model from the community.
- Facilitate academic strategies (e.g. AVID) through in-class support in targeted CRC classrooms.
- Model higher-level thinking and inquiry learning through culturally responsive strategies for students.
- Coordinate opportunities for students to develop cultural identity utilizing college and community partnerships.
- Mentor students through the completion of college eligibility requirements and the enrollment process.
- Utilize knowledge and experience to increase student participation and success in CRC classrooms.
- Assist classroom teachers in creating a collaborative, supportive, and caring learning environment.
- Build students' academic and social preparedness for to navigate the college experience.

Projected Budget for Reorganization

The MASSD Reorganization Plan requires General Budget Expenditure increases. Appendix II provides current SY 2017-18 and projected costs for SY 2018-19 detailing staffing and non-staffing expenditures.

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