

### **USP Position Credentials – Family Engagement**

Several other persons were assigned to fulfill general requirements of the Section: Victoria Callison (Director of Magnet School Programs); Shaun Brown (Planning Technician); Brian Lambert (Program Manager, Student Equity & Intervention); Debbie Ferryman (Dropout Prevention Program Coordinator); Jimmy Hart (Director, African American Student Services); Maria Figueroa (Director, Mexican American Student Services); Holly Colonna (Guidance & Counseling Director); Tsuru Bailey-Jones (Director, Asian Pacific American Student Services); Roxanne Begay-James (Director, Native American Student Services); Betty Cohen (Finance Budget Analyst); Vicki Dawson (Social Worker); Pat Delaney (Program Coordinator); Jose Figueroa (Budget Manager); Nonie Faras (Program Manager, Desegregation); Rick Haan (Program Manager, Desegregation); Virginia Licea (Family Center Project Services Advisor); Maria Marin (Elementary Principal – Wright Elementary); Josefina Marin-Varelas (Student & Family Support Liaison); Luis Orantes (Meaningful Access Coordinator); Cara Rene (Director – Community/Media Relations); Ignacio Ruiz, Jr. (Director – Language Acquisition); Diane Sotelo (Program Coordinator); Diana Soto (Senior Community Representative); Dani Tarry (Program Manager); and Joselyn Withers (Community Representative).

**USP Position Credentials – Family Engagement**

<b>Name</b>	<b>Hire/Designate</b>	<b>Active Position</b>	<b>Race / Ethnicity</b>	<b>Credentials</b>
Noreen Wiedenfeld	Designated to carry out Family Engagement functions for the USP	Job Code: 14699 Director – Student Placement and Community Outreach	White	Education: Masters -Education Counseling Bachelors -Elementary Education  Licenses and Certifications: Principal Guidance Counselor (PreK-12) Substitute Teacher Standard Elementary Ed. (1-8) Endorsement: Structured English Immersion, K-12  Experience: TUSD Director – Student Placement and Community Outreach Dates: 1/13/10 (Active) TUSD Director – School, Parent Development Dates: 1/04/10 – 1/13/10 TUSD Counselor Dates: Starting date in employee file – 1/04/10 (1999 Conversion for Active Employee in PeopleSoft)



**CODE: 14699**  
**UNIT: ADM**  
**GRADE: 5-C**  
**FLSA: Exempt**

**CLASSIFICATION TITLE**

DIRECTOR – STUDENT PLACEMENT AND COMMUNITY OUTREACH

**SUMMARY**

This position is responsible for all student assignment activities and open enrollment. The Director is responsible for coordinating student placements with all relevant Tucson Unified School District (TUSD) departments including, but not limited to Transportation, Facilities, Magnet Schools, Facilities, and other programs. This position manages the Community Services Department including school choice and other community related responsibilities. The Director is responsible for overseeing Family Centers, and other programs relevant to support Student Placement and Community Outreach.

**MINIMUM REQUIREMENTS**

Masters degree in education, business administration or related field Three (3) years of experience managing community programs or agencies Five (5) years of teaching and/or experience in school site administration Administrative certificate Structured English Immersion (SEI) endorsement Arizona IVP Fingerprint Clearance Card Any equivalent combination of education and experience which meet the minimum requirements.

**PREFERRED QUALIFICATIONS**

Demonstrated knowledge of State requirements under Open Enrollment and the history of the Federal Desegregation Court order regarding Magnet schools.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

Directs the assignment activities and open enrollment. Coordinates those student placements with all

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relevant Tucson Unified School District (TUSD) departments including, but not limited to Transportation, Facilities, Magnet Schools, and other programs.

Directs and supervises assigned staff

May direct other programs relevant to support Student Placement and Community Outreach as assigned.

Insures compliance and eligibility with TUSD District and I boundary policies for the purpose of determining residency address of parents and students. Authorizes attendance either on tuition or non-tuition basis.

Attends, participates, and presents at workshops, conferences, and school and community meetings involving school placement through the District lottery system.

Reviews requests for student transfers, determines appropriate policy, statute or court order and approves movement between magnet and open enrollment schools.

Coordinates with foreign exchange agencies in school placement. Initiates I20 foreign student visa documentation.

Investigates parent, student, staff and community complaints or concerns related to student placement and community outreach in the District. Responsible for satisfactory resolution of complaints or concerns.

Represents TUSD to community agencies, including but not limited to, such agencies as United Way, American Red Cross, and other Board approved fund raisers.

Coordinates with Child Protective Services, foster homes and law enforcement agencies such as Juvenile Court, Tucson Police Department, and Sheriff's Department. Makes recommendations for student placement.

Investigates reports regarding parent and student behaviors such as truancy and child abuse. Collaborates with School Safety officers. Initiates corrective action.

Researches and gathers information on agencies that wish to provide services and information to TUSD. Verifies their organizational affiliation. Determines relevancy. Approves their presentations and monitors their actions.

Shares information with District staff regarding services for students/parents. Interacts and communicates with other departments in Programs & Outreach.

Maintains and updates database information for District, federal, and State reports regarding open enrollment and other relevant programs that support Student Services and Community Outreach.

Manages and keeps department budgets for student placement.

Designates receiving schools and arranges transportation for students opting out of schools in improvement under Elementary and Secondary Education Act. Maintains database and reports to State.

Writes grants and oversees implementation of grants for Title 1 monies: Homeless, Refugees and Neglected & Delinquent students.

Manage and maintain district volunteer program and reports; provide information to Risk Management. Shares information regarding school requirements for volunteers.

Collaborates with Superintendent's Staff on students regarding expulsions and suspensions. Develops conditions for re-admission. Monitors probationary students' conduct and recommends corrective action if necessary.

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Solicits funds for various TUSD initiatives from business and community agencies.

Develops and maintains the annual school calendar in collaboration with such agencies as T.E.A., T.A.I., S.C.P.C. and the Governing Board.

Adheres to all court orders, state and federal laws, and District policies and regulations pertaining to student assignment and placement.

**MENTAL TASKS**

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

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

Supervisory control of staff.

REVIEWED MAY 2000 M:JOB14699 REVIEW DATE: March 1993 Revised 6/04, 3/09, 10/09, 3/13 USP Review: 3/13

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Victoria Callison	Designated to carry out Family Engagement functions for the USP	Job Code: 16250 Director of Magnet School Programs	White	Education: Masters -Education Administration Bachelors -Elementary Education
				Licenses and Certifications: Principal Standard Elementary Ed. (1-8) Endorsement: Structured English Immersion, K-12
				Experience: TUSD Director of Magnet School Programs Dates: 5/14/12 (Active) TUSD Program Manager Dates: 11/01/10 – 5/14/12 TUSD Principal Dates: 7/30/07 – 11/01/10 TUSD Assistant Principal Dates: 8/05/02 – 7/30/07 TUSD Teacher Dates: 2/21/01 – 8/05/02

# TUSD

**CODE: 16250**  
**UNIT: ADM**  
**GRADE: 5-C**  
**FLSA: Exempt**

## **CLASSIFICATION TITLE**

Director of Magnet School Programs

## **SUMMARY**

The Director of Magnet School Programs will be responsible for working with site and central staff on magnet curricula, curriculum integration, district-wide program continuity, program evaluation, marketing and recruitment, parent/community involvement, and developing community and business partnerships. Additionally, the Director will be responsible for developing and monitoring magnet policies and procedures, conducting all necessary professional development, grant writing and being a liaison to the TUSD community.

## **MINIMUM REQUIREMENTS**

Master's Degree in Education, Educational Administration, K-12 Curriculum & Instruction or closely related field(s). Valid Supervisor PreK-12 Certificate, Arizona Administrative Certificate, or Principal Certificate Three (3) years teaching experience Five years program management and/or supervisory experience. Experience developing and managing budgets. Experience in writing successful local, state and federal grants.

Previous work experience with magnet schools/programs. Knowledge of federal and state rules and regulations pertaining to the funding and implementation of grants.

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

Excellent, and effective, verbal and written communication skills in English. Experience in working with diverse constituencies/populations.

## **PREFERRED QUALIFICATIONS**

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Demonstrated successful private fundraising experience.

Demonstrated successful partnership development experience.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Collaborates with central and site staff to develop, establish, and evaluate magnet school policy and procedures; ensures that state and federal requirements are followed.

Coordinates central and site efforts to strengthen magnet programs; includes ensuring the continuity of specific magnet themes K-12.

Develops a yearly magnet timeline plan of tasks including a five year/minimum 5-6 program rotating evaluation plan of existing magnet school programs.

Identifies, investigates, and pursues all applicable federal, state, local and business assistance grants and/or relationship opportunities, including but not limited to the Magnet Schools Assistance Program Grant.

Provides in-services and leadership to staff on district integration needs and magnet school policies and procedures.

Takes leadership in directing, coordinating, planning, and implementing professional development related to magnet themes and shares research related to the themes and student learning.

Directs curriculum specialists in the development of standards-aligned magnet curriculum at individual sites, directs development of new instructional strategies, directs the implementation and evaluation of new alternative programs including technology integration, and directs development of unique and distinctive curricular course offerings, etc.

Facilitates principal and resource teacher meetings, collaborates with principals and teachers to develop course descriptions, syllabi, units of study, and instructional strategies.

Directs the preparation of media and promotional items to publicize magnet school programs. Communicates, markets, and promotes magnet schools to the public.

Represents the district at meetings, workshops, and in-service programs that support the magnet school program including, but not limited to magnet fairs, Governing Board meetings, and other events.

Visits, along with specific magnet school site staff, targeted community areas to inform parents and students of program availability and opportunities, including letter/phone call follow-up. Ensures continuing communication with parents, students, and community regarding magnet school opportunities.

Coordinates with magnet school sites in the analysis, evaluation, and improvement of student achievement.

Directs the evaluation of magnet program activities, and progress and ensures that state and federal requirements are followed.

Serves as liaison between transportation department and parents.

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Performs all other duties as assigned.

**MENTAL TASKS**

Communicates, reads, and comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

Indoor, office environment. Contact with employees, students and the public.

**CONTROL, SUPERVISION**

Supervises assigned staff. Interviews, trains, directs, and appraises the work of others. Disciplines and handles employee complaints.

M: JOB16250  
New: 1/12

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Shaun Brown	Designated to carry out Family Engagement functions for the USP	Job Code: 62250 Planning Technician	African American	Education: Masters of Science -Planning Bachelors of Science -Geography
				Licenses and Certifications: Endorsement:
				Experience: TUSD Planning Technician Dates: 9/12/2007 (Active) ADWR – Intern Dates: 5/2007 – 8/2007 Rick Engineering – Planning Intern Dates: 8/2006 – 5/2007 University of Arizona – Facilitator Dates: 8/2006 -5/2007

**CODE: 62250**  
**UNIT: Super/Prof (SCF)**  
**GRADE: 12**  
**FLSA: Non-Exempt**

**CLASSIFICATION PLANNING TECHNICIAN**

**SUMMARY**

Provides planning technical assistance by compiling, maintaining and analyzing data related to student enrollment, land use, space utilization, demographic, real property, legal descriptions and geographic information systems (GIS). Assists in developing and analyzing real property agreements and contracts.

**MINIMUM QUALIFICATIONS**

Bachelor's Degree in Urban Planning, Regional Development, Geography, Cartography, Business, Statistics, or a related field,

**OR**

Four years experience performing related work, such as Planning and Zoning, maintaining and analyzing statistical planning data, acquiring real property information (property records, leases, easements, etc.), using GIS software, or organizing and preparing reports or proposals related to land and space utilization planning.

Any combination of experience, training, or education.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

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

Acquires and maintains demographic, real property, and GIS data from a variety of sources including the TUSD Mohave System, Pima County, the City of Tucson, and surveys.

Analyzes real property, demographic and zoning changes and housing developments to help determine its impact upon TUSD.

Analyzes departmental data to assist with the efficiency and strategic planning of the District. Provides technical support to administration.

Analyzes current facilities utilization of space and recommends more efficient utilization.

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Develops basic GIS applications and generates reports and graphics from the GIS.

Analyzes historic data for future trend predictions and collaborates with managers for planning purposes.

Collects facility data to analyze school capacities and utilization.

Prepares Requests for Proposals (RFP), or equivalent documents, in order to solicit environmental assessments, title reports, appraisals and other records for the operation of the department.

Assists in the development of data management systems.

Assists in developing and maintaining property records, leases, easements and intergovernmental agreements. Maintains reference library and related planning reports and documents.

Writes and edits departmental materials related to work methods and procedures, reports, installation, operation, and maintenance of equipment.

#### **MARGINAL TASKS**

Represents the department at meetings as required.

#### **MENTAL TASKS**

Communicates. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written/computer-generated materials and operational systems.

#### **PHYSICAL TASKS**

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

#### **WORKING CONDITIONS**

Indoor - office environment. Outdoors. Exposure to noise. Contact with employees, students and public.

#### **SUPERVISION/CONTROL**

None.

M: JOB 62250  
Created: 07/06

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Brian Lambert	Designated to carry out Family Engagement functions for the USP	Job Code: 92267 Program Manager, Student Equity and Intervention	White	Education: Bachelors -Elementary Education, Minor; History Associates -General Studies
				Licenses and Certificates: Principal Standard Elementary Ed. (K-8) Endorsement: Structured English Immersion, K-12
				Experience: TUSD Program Manager Dates: 11/26/12 (Active) TUSD Asst Principal Dates: 7/31/06 – 11/26/12 TUSD Teacher Dates: (1999 Conversion for Active Employee in PeopleSoft) – 6/04/06

**CODE: 92267 UNIT:**  
**Exempt Coord (EXC)**  
**GRADE: 004**

# TUSD

**FLSA: Exempt**

## CLASSIFICATION TITLE

PROGRAM MANAGER

### SUMMARY

Manages and implements strategic program plans. Oversight of complex program(s), department and/or grant level responsibilities or multiple components of an overall program/department/grant. (A "Program" refers to carrying out a specific service or specific activity within a department or the district.) (This classification is differentiated from the Senior Program Coordinator by the level of the program/department/grant and the strategic decision making involved within these areas.)

### MINIMUM REQUIREMENTS

Master's Degree. Four years of experience administering or coordinating programs. Proven expertise of federal and state legislative requirements related to specific program, department or grant. Any combination of experience, training, or education.

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

### PREFERRED QUALIFICATIONS

Doctorate degree.

### ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

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Supervise and evaluate staff to ensure that all program/department/grant needs are met. Designs, implements and evaluates program/department/grant specific characteristics and needs. Develops and implements strategic and tactical programmatic plans, new goals and objectives. Coordinates the activities of the program/department/grant with interrelated activities, or with other programs, departments, schools or other entities.

Conducts research studies, compiles and evaluates data, monitors outcomes, formulates grant proposals and implements strategical changes. Provides training, acts as a resource, organizes conferences and chair committees related to program.

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

Monitors and approves program expenditures. Develops and administers annual budget.

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

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

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

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

#### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M:  
JOBS/JOB92267  
New: 11/09

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Deborah Ferryman	Designated to carry out Family Engagement functions for the USP	Job Code: 92243 Dropout Prevention Program Coordinator	White	Education: Bachelors -Political Science Minor: American History
				Licenses and Certificates: Substitute Endorsements
				Experience: TUSD Program Coordinator Dates: 12/03/12 (Active) TUSD Prevention-Intervention Specialist Dates: 12/09/02 – 7/01/11

# TUSD

**CLASSIFICATION TITLE**  
PROGRAM COORDINATOR

**CODE: 92243 UNIT:**  
**Exempt Coord (EXC)**  
**GRADE: 2**  
**FLSA: Exempt**

## **SUMMARY**

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

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

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

## **MINIMUM REQUIREMENTS**

Bachelor's Degree.

**AND**

Four years of experience administering or coordinating programs.

**OR**

Eight (8) years of progressive experience administering or coordinating programs. Knowledge and ability to use word processing, database, and spreadsheet programs. One (1) year of supervisory experience. Knowledge of federal and state legislative requirements related to specific program. Any combination of experience, training, or education.

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

## **PREFERRED QUALIFICATIONS**

Master's Degree.

## **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

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Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools. Supervises and evaluates assigned personnel

Provides training, organize conferences and chair committees related to program. Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

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

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

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

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

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

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

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

#### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92243 New: 7/06 Revised 5/13 USP Reviewed 5/13

Name	Hire / Designate	Active Position	Race / Ethnicity	Credentials
Jimmy Hart	Designated to carry out Family Engagement functions for the USP	Job Code: 15298 Director – African American Studies Department	African American	Education Masters of Arts -Administration Licenses and Certificates: Principal Superintendent Endorsement: Structured English Immersion, K-12 Experience: TUSD Director-African American Studies Dates: 1/04/10 (Active) TUSD Principal Dates: 8/13/04 – 1/04/10 TUSD Program Specialist Dates: 7/12/04 – 8/13/04 Tulsa Technology Center – Assistant Director Dates: 7/2002 – 6/2004 Tuls Public Schools – Assistant Principal Dates: 7/2000 – 6/2002 Tulsa Public Schools – Career Guidance Specialist Dates: 10/1999 – 7/2000 Frances Tuttle Technology Center – Cooperative Education Teacher Dates: 7/1998 – 10/1999 Milwood Public School Dates: 7/1993 – 6/1998

**CODE: 15298****UNIT: ADM****GRADE: 5-C****FLSA: Exempt****CLASSIFICATION**

DIRECTOR - AFRICAN AMERICAN STUDENT SERVICES

**SUMMARY**

Manages the African American Student Services program for Tucson Unified School District.

**MINIMUM REQUIREMENTS**

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or related field

Experience in African American Studies, Cultural Studies, Ethnic Studies, Urban Education or Multicultural Education or related field

Arizona Administrator Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes African American Students.

**PREFERRED QUALIFICATIONS**

Master's or Doctorate degree in specific area of: African American Studies, Cultural Studies, Ethnic Studies or Multicultural Education Experience designing and implementing academic and/or social programs focusing on African-American students.

Experience writing grants, fund development, public speaking and presentation preparation. Experience developing and conducting student leadership groups. Active participation in African American social and civic organizations. Experience working with African American Students or other diverse urban populations.

Administrative experience in an educational environment

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Must hold the Arizona IVP fingerprint clearance card. Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

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Uses Systems Thinking to lead, manage and administer effectiveness of the department.

Under the supervision of the Deputy Superintendent and/or the Curriculum, Instruction, and Professional Development Department the Director will participate in the evaluation of models that meet the academic needs of African American students.

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural sensitivity.

Using current research creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for African American students.

Manages the African American Student Services support program; supervises and evaluates assigned staff.

Initiates and conducts student/parent/community departmental and other District staff in-services and programs as required or needed.  
Develops strategic and tactical program plans, including developing and administering annual budgets.

Investigates concerns of students, parents, staff and community regarding African American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the African American Student Services support in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources and models for program improvement.

Monitors success of African American students.

#### **MENTAL TASKS**

Communicates. Reads. Comprehends. Develops, plans, evaluates and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

#### **CONTROL, SUPERVISION**

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M:JOBS16298 Reviewed 5/2000 Revised, 1/03, 9/03, 3/04, 6/04, 5/09, 5/10, 6/12 Title Chg: 6/12

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Maria Figueroa	Designated to carry out Family	Job Code: 163011 Director	Hispanic	Education Doctor of Education -Educational Leadership

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	Engagement functions for the USP	– Mexican American Studies Department	<div>Licenses and Certificates: Principal Superintendent Standard Elementary Education, 1-8 Endorsement: Spanish Bilingual K-12 Reading Specialist, K-12</div> <div>Experience: TUSD Director – Mexican American Studies Department Dates: 7/09/12 (Active) TUSD Principal Dates: (1999 Conversion for Active Employee in PeopleSoft) – 5/27/12</div>
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CODE: 163011 UNIT: ADM  
GRADE: 5-C

FLSA:

Exempt CLASSIFICATION

DIRECTOR - MEXICAN AMERICAN STUDENT SERVICES

### SUMMARY

Manages the Mexican American Student Services support program for Tucson Unified School District (TUSD).

### MINIMUM REQUIREMENTS

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or a related field

Experience in Mexican American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education or a related field

Arizona Administrator Certificate with a Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification.

Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes Mexican American Students.

### PREFERRED QUALIFICATIONS

Master's or Doctorate degree in specific area of: Mexican American Studies, Cultural Studies, Ethnic Studies or

Multicultural Education. Experience designing and implementing academic and/or social programs focusing on Mexican American students.

Experience writing grants, fund development, public speaking and presentation preparation. Experience developing and conducting student leadership groups. Active participation in Mexican American social and civic organizations. Experience working with Mexican American Students or other diverse urban populations. Administrative experience in an educational environment.

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**ADDITIONAL REQUIREMENTS AFTER HIRE**

Must hold the Arizona IVP fingerprint clearance card. Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Uses Systems Thinking to lead, manage, and administer effectiveness of the department

Under the supervision of the Deputy Superintendent and/or the Curriculum, Instruction, and Professional Development Department the Director will participate in the evaluation of models that meet the academic needs of Mexican American students. .

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural sensitivity.  
Using current research creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for Mexican American / Latino students.

Manages the Mexican American Student Services program and supervises assigned staff.

Initiates and conducts student/parent/community departmental and other District staff in-services and programs as require or needed.

Develops strategic and tactical program plans, including developing and administering annual budgets.

Investigates concerns of students, parents, staff and community regarding Mexican American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the Mexican American Student Support services in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources, best practices, and models for program improvement.

Monitors success of Mexican American students.

**MENTAL TASKS**

Communicates. Reads. Comprehends. Develops, plans, evaluates, and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

USP VII.E.1.a

**CONTROL, SUPERVISION**

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M:JOBS163011 New: 3/04 Revised 6/04, 5/09, 4/12, 5/12, 6/12 Title Chg: 4/12, 6/12

USP VII.E.1.a

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Holly Colonna	Designated to carry out Family Engagement functions for the USP	Job Code: 15301 Guidance & Counseling Director	White	Education: Masters -Education/Counseling Bachelors -Elementary Education
				Licenses and Certifications: Standard Elementary Ed. (K-8) Guidance Counselor (K-12) Endorsement: Structured English Immersion, K-12
				Experience: TUSD Guidance and Counseling Director Dates: 11/10/10 (Active) TUSD Counselor Dates: 10/23/2000 – 11/10/10 TUSD Teacher Dates: 8/11/99 – 10/23/2000 TUSD Counselor Dates: Starting date in employee file – 8/11/99 (1999 Conversion for Active Employee in PeopleSoft)



**CODE: 15301 UNIT:**  
**ADE GRADE: 5C**  
**FLSA: EXEMPT**

#### **CLASSIFICATION**

Director – Guidance, Counseling and Student Service/Prevention Programs

#### **SUMMARY**

Plans, directs and administers K-12 school guidance, counseling and student service/prevention programs. Works with TUSD leadership, Principals and Teachers providing training, support, and direction on the TUSD guidance, counseling and student service/prevention programs. Ensures compliance for Federal Grants and the Office of Civil Rights 504 Policy.

#### **MINIMUM REQUIREMENTS**

Master's degree in Counseling or a related field Five years of experience as a Counselor Demonstrated experience with diverse educational settings, school curriculum, budgets, and grants. Demonstrated experience directing student prevention and service programs. Demonstrated verbal and written communication skills. Any equivalent combination of experience, training, or education.

#### **ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

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

Coordinate training, and provide direction and leadership on guidance, counseling, and student service/ prevention programs.

Develop, plan and coordinate professional development, evaluation, orientation, training, and workshops to counselors, other administrators, principals, and teachers.

Direct, supervise and manage Guidance and Counseling Department. Coordinate the counselor resource staff to assist site-based counselors and principals.

Ensure school counseling program competencies are integrated with the CORE curriculum.

**USP VII.E.1.a**

Develops and directs Guidance and Counseling policies and initiatives.

Provide hiring assistance, and support to other administrators, principals and school counselors.

Provide direction and training for TUSD counseling crisis response teams. Maintain TUSD Crisis response information for all sites.

Ensure TUSD 504 compliance, approve accommodation funding, oversee training for school designees, and maintain current information for dissemination about the Office of Civil Rights 504 Policy.

Supervise special projects such as Tucson Area College Night, Tucson Area Counselor's Workshop and Breakfast, Federal Elementary Grants, and Grow-Our-Own Counselor Program.

Coordinate and supervise programs such as the School Counseling Graduate Internship, College and Career Readiness, Learning Supports, US/Pima College Collaboration, ACT, and the College Board.

Communicate support of District goals, decisions, initiatives and policy to staff, students, parents, and the community.

Serve as Project Director for Federal Grant prevention programs.

Attend professional conferences at state and national levels, community activities, and other meetings representing TUSD.

#### **MENTAL TASKS**

Communicates. Comprehends. Develops, plans and evaluates programs and curriculum. Collaborates with staff to coordinate events. Reads. Performs functions from written and oral instructions and from observing and listening to others. Utilizes problem solving techniques.

#### **PHYSICAL TASKS**

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

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

Uses standard office equipment, telephone, computer, and copier.

#### **WORKING CONDITIONS**

Indoors. Office and classroom environment. Outdoor. Campus environment. Contact with employees, students, parents and the public.

#### **CONTROL, SUPERVISION**

Supervisory control of staff.

M:JOB 15301 New 10/10

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Tsuru	Designated to	Job Code: 16298	African	Education: MED -Administration

USP VII.E.1.a

Bailey-Jones	carry out Family Engagement functions for the USP	Director-AsianPac Amer Stu Svs .....	American	<p>Licenses and Certificates: Standard Secondary Education, 7-12 Principal Approved Subject Area Mathematics Endorsement: Structured English Immersion, K-12</p> <p>Experience: TUSD Director-AsianPac Amer Stu Svs Dates: 8/22/2012 (Active) TUSD Principal – Elementary Dates: 8/02/2010 – 8/22/2012 TUSD Teacher Dates: 6/13/2010 – 8/02/2010 TUSD Assistant Principal – Middle School Dates: 8/04/2003 – 6/12/2010 TUSD Teacher Dates: 8/11/99 (Conversion for Active Employee in PeopleSoft) – 5/25/2003</p>
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**CODE: 16298****UNIT: ADM****GRADE: 5-C**

**FLSA: Exempt CLASSIFICATION**

DIRECTOR - ASIAN PACIFIC AMERICAN STUDENT SERVICES

**SUMMARY**

Manages the Asian Pacific American Student Services support program for Tucson Unified School District (TUSD).

**MINIMUM REQUIREMENTS**

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or related field

Experience in Asian Pacific American Studies, Cultural Studies, Ethnic Studies, Urban Education or Multicultural Education or related field

Arizona Administrator Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes Asian Pacific American Students

**PREFERRED PLUS QUALIFICATIONS**

Doctorate in Asian Pacific American Studies, Cultural Studies, Ethnic Studies or Multicultural Education. Experience designing and implementing academic and/or social programs focusing on Asian Pacific American students. Experience writing grants, fund development, public speaking and presentation preparation. Experience developing and conducting student leadership groups. Active participation in Asian Pacific American social and civic organizations. Experience Working with Asian Pacific American Students or other diverse urban populations. Administrative experience in an educational environment.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Must hold the Arizona IVP fingerprint clearance card. Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

USP VII.E.1.a

Uses Systems Thinking to lead, manage and administer effectiveness of the department.

Under the supervision of the Deputy Superintendent and/or the Curriculum, Instruction, and Professional Development Department the Director will participate in the evaluation of models that meet the academic needs of Pan Asian American students.

Using current research creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for Asian Pacific American students.

Manages the Asian Pacific American Student Services support program and supervises and evaluates assigned staff. Develops and implements language acquisition programs.  
Develops strategic and tactical program plans, including developing and administering annual budgets.

Investigates concerns of students, parents, staff and community regarding Asian Pacific American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the Asian Pacific American Student Support services in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources and models for program improvement.

Monitors success of Asian Pacific American students.

#### **MENTAL TASKS**

Communicates. Reads. Comprehends. Develops, plans, evaluates, and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

#### **CONTROL, SUPERVISION**

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M:JOBS16298 New: 3/04 Revised 6/04, 5/09, 10/11, 1/12, 6/12 Grade Chg 5/09 Title Chg: 1/12, 612

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Roxanne Begay-James	Designated to carry out Family Engagement functions for the USP	Job Code: 16299 Director-Native Amer Stu Svs	American Indian/Alaska Native	Education: Masters of Education Bachelors – Education Leadership
				Licenses and Certificates: Standard Elementary Education, K-8 Principal Endorsement: Structured English Immersion,

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				K-12
				Experience: TUSD Director-Native Amer Stu Svs Dates: 9/09/2009 (Active) TUSD Project Specialist Dates: 11/28/2005 – 9/08/2009 TUSD Resource Teacher Dates: 8/16/2000 – 11/01/2005 TUSD Teacher Dates: 8/11/99 (Conversion for Active Employee in PeopleSoft) – 8/16/2000



**CODE: 16299      UNIT: ADM      GRADE: 5-C      FLSA: Exempt**

**CLASSIFICATION**

DIRECTOR - NATIVE AMERICAN STUDENT SERVICES

**SUMMARY**

Manages Native-American student services support program for Tucson Unified School District (TUSD).

**MINIMUM REQUIREMENTS**

Masters degree in Education, Educational Administration/Leadership, Curriculum Development or related field

Experience in Native American Studies, Cultural Studies, Ethnic Studies, Urban Education, Multicultural Education, or a related field

Arizona Administrator Certificate with Structured English Immersion (SEI) endorsement, or eligibility to obtain such certification

Five or more years of classroom teaching experience or administrative experience in a multicultural setting which includes Native American students.

**PREFERRED QUALIFICATIONS**

Masters degree or Doctorate in Native American Studies, American Indian Studies, Cultural Studies, Ethnic Studies or Multicultural Education Experiencing designing, implementing, and evaluating parent empowerment seminars and workshops Experience writing grants, fund development, public speaking and presentation preparation. Experience developing and conducting student leadership groups Active participation in Native American social and civic organizations Experience designing and implementing academic and/or social programs focusing on Native American students Working with Native American students or other diverse urban populations

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Must hold the Arizona IVP fingerprint clearance card. Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Uses Systems Thinking to lead, manage and administer effectiveness of the department.

Under the supervision of the Deputy Superintendent and/or the Curriculum, Instruction, and Professional Development Department the Director will participate in the evaluation of models that meet the academic needs of Native American students.

Serves as consultant to curriculum, instructional and other District committees to review policies, procedures and material to ensure cultural sensitivity.

USP VII.E.1.a

Using current research creates reports that inform the district of the best methods and policies that will ensure an equitable educational experience for Native American students.

Manages the Native American Student Services support program; supervises and evaluates assigned staff. Initiates and conducts student/parent/community departmental and other District staff in-services and programs as require or needed.

Develops and implements language acquisition programs.

Develops strategic and tactical program plans, including developing and administering annual budgets.

Investigates concerns of students, parents, staff and community regarding Native American students and family issues in the District and develops mutually agreeable solutions to problems.

Acts as a resource to District staff about the Native American Student Support services in the District.

Participates in student meetings, special education meetings, meetings with supervisor, and student placement meetings.

Utilizes available resources and models for program improvement.

Monitors success of Native American students.

Participates with, advises and assists in tribal groups, parent Indian Education Advisory Committee, tribal Nations, State, university and colleges, and local educational communities in promoting teaching, learning, cultural and diversity appreciation programming.

Oversees grants that are specific to the Native American Student Support services in TUSD.

MENTAL TASKS Communicates. Reads. Comprehends. Develops, plans, evaluates and analyses written and verbal information and materials. Perform functions from written and oral instructions and from observing, listening and developing strong personal relationships in guiding staff development and programming in meeting department goals.

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

EQUIPMENT, AIDS, TOOLS, MATERIALS Use office equipment such as telephone, computer, printer, calculator and copier.

WORKING CONDITIONS Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

CONTROL, SUPERVISION Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M: JOB16299 Reviewed 5/2000 Revised 3/04, 6/04, 4/05, 5/09, 6/12 Title Chg: 6/12

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
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Betty Cohen	Designated to carry out Family Engagement functions for the USP	Job Code: 92234 Budget Analyst-Finance	White	Education: Bachelor of Science – Accounting/Finance
				Licenses and Certificates: Endorsement:
				Experience: TUSD Budget Analyst-Finance Dates: 1/06/2012 (Active) TJ Bednar & Co – Controller Dates: 3/2006 – 9/2010 Arizona Alliance Planning – Program Coordinator Dates: 5/1995 – 2/2006 Traditional Indian Alliance - Controller Dates: 5/1992 – 5/1995



**CODE: 92234 UNIT: CCS GRADE: 14**  
**FLSA: Exempt**

**(Professional) CLASSIFICATION**  
**FINANCE BUDGET ANALYST**

**SUMMARY**

Assists the Senior Budget Analyst in managing accounting and budgeting functions.

**MINIMUM REQUIREMENTS**

Bachelor's degree in Accounting, Finance or Business related field. OR Four (4) years Accountant experience AND Three years accounting experience, with experience utilizing Federal Guidelines as set forth in OMB A-87 (Cost Principals for State, Local, and Tribal Government)

Experience with compliance issues pertaining to Federal Grants

Four years experience using Microsoft Excel

Ability to use word processing and database programs

Knowledge and ability to apply Generally Accepted Accounting Principles (GAAP), Generally Accepted Government Accounting Standards (GAGAS), and Generally Accepted Auditing Standards (GAAS).

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

Any equivalent combination of experience, training, or education.

**PREFERRED QUALIFICATIONS**

Knowledge of the Uniform System of Financial Records (USFR).

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Prepares, monitors, implements and evaluates various District budget processes. Maintains the budget book/spreadsheet. Maintains various other budget-related spreadsheets. Serves as a staff advisor on USP VII.E.1.a

various budget committees. Reviews purchasing requisitions to ensure proper coding and adherence to various budgets. Reviews, approves and adjusts budget journal entries. Investigates and responds to accounting inquiries from vendors, staff, schools, personnel and administrators.

**MENTAL TASKS**

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

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS TOOL, MATERIALS**

Uses office equipment such as computers, telephones, printers, copiers and fax machines.

**CONTROL, SUPERVISION**

None.

M:JOB 92234 New 3/99 by Dcox Revised 7/00, 6/04, 4/12 FLSA exempt 12/09

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Vicki Dawson	Designated to carry out Family Engagement functions for the USP	Job Code: 35302 Social Worker	White	Education: Masters – Social Work
				Licenses and Certificates: Social Work License Endorsement:
				Experience: TUSD Social Worker Dates: 8/11/99 (Conversion for Active Employee in PeopleSoft) (Active)



CODE: 35302

UNIT: Certified

FLSA: Exempt

**CLASSIFICATION LICENSED CLINICAL SOCIAL WORKER**

**SUMMARY:** Provides therapeutic counseling services and clinical interventions to students in exceptional education programs as indicated on their IEP's. Develops counseling goals to support academic progress for exceptional education students. Supports the exceptional education team to identify, access, and evaluate eligibility for exceptional education services.

**MINIMUM REQUIREMENTS**

Current Licensed Clinical Social Worker (LCSW) issued by the Arizona Board of Behavioral Health.

Master's degree in Social Work from an accredited graduate school of social work AHCCS provider

number Dependable mode of transportation

*Availability to work flex hours as needed.*

**PREFERRED REQUIREMENTS.**

Bilingual – Spanish/English

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization Valid AZ Driver's License required within ten days of hire. Must release Social Security Number to be eligible for AHCCS-Provider ID Number

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

Provides support to parents and guardians in navigating the exceptional education evaluation and placement process. Provides support to teachers and administrators in servicing students and USP VII.E.1.a

parents. Participates in the development of Individualized Education Plans, and the creation of behavioral and counseling goals.

May obtain developmental/social history of identified students and interprets results to multidisciplinary team.

Consults with general and special education personnel regarding impact of behavior, cultural and family dynamics on individual student's educational progress/needs. Supports self-contained classrooms by leading groups, case management, and staff support and training. Educates parents/guardians to fully participate in their child's educational process. Assesses functional behavior of selected students and supports related behavioral planning. Serves as the liaison for case coordination with outside agencies and families to include referrals to appropriate agencies.

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Advocates for individual student needs in the educational setting.

Aligns student support services with the TUSD Core Curriculum.

Completes required documentation required to do Medicaid/AHCCS billing for counseling services as appropriate.

Utilize Tie-net, the IEP documentation management system for case notes, roster documentation, billing, and placement. Respond to directions for changes in documentation in order to comply with audits and state and federal monitoring.

Any other duties assigned by exceptional education administration

### **MARGINAL FUNCTIONS**

Develops and conducts presentation for parents, students and staff regarding issues affecting students' educational progress.

### **MENTAL TASKS**

Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing and listening to others. Analyze interpersonal relationships among students, family, school and community members in order to assist in maximizing student potential.

### **PHYSICAL TASKS**

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

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

Uses office equipment such as telephone, computer, printer, calculator and copier.  
Operates a motor vehicle.

### **WORKING CONDITIONS**

Indoor. Office and classroom environment. Exposure to noise. Contact with employees, students, parents and public. MAY BE ASSIGNED TO MULTIPLE SITES.

### **CONTROL, SUPERVISION**

None

M: JOB35302 Updated 4/2001 Revised 10/02, 6/04, 3/06 Updated, Name Change 3/11

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Pat Delaney	Designated to carry out Family Engagement functions for the USP	Job Code: 92243 Program Coordinator	White	Education: Master of Education
				Licenses and Certificates: Endorsement:
				Experience: TUSD Social Worker Dates: 8/02/2008 -(Active) University of Southern Maine – Early Literacy Coach Dates: 1/2006 – 8/2008 Child Development Services of New York – Early Childhood Consultant Dates: 2/1998 – 12/2005 The Children's House

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				Childcare Programs – Director Dates: 9/1983 – 1/1988

USP VII.E.1.a

CODE: 92243 UNIT:  
Exempt Coord (EXC)  
GRADE: 2



LSA: Exempt CLASSIFICATION TITLE  
PROGRAM COORDINATOR

**SUMMARY**

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

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

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

**MINIMUM REQUIREMENTS**

Bachelor's Degree.

**AND**

Four years of experience administering or coordinating programs.

**OR**

Eight (8) years of progressive experience administering or coordinating programs. Knowledge and ability to use word processing, database, and spreadsheet programs. One (1) year of supervisory experience. Knowledge of federal and state legislative requirements related to specific program. Any combination of experience, training, or education.

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

**PREFERRED QUALIFICATIONS**

Master's Degree.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools. Supervises and evaluates assigned personnel

Provides training, organize conferences and chair committees related to program. Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

USP VII.E.1.a

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

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

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

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

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

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

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

#### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92243 New: 7/06 Revised 5/13 USP Reviewed 5/13

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Jose Figueroa	Designated to carry out Family Engagement functions for the USP	Job Code: 92255 Budget Manager	Hispanic	Education: Bachelors of Science – Business Administration
				Licenses and Certificates: Provisional Career and Technical Education, Business Marketing Endorsement: Structured English Immersion, K-12
				Experience: TUSD Budget Manager Dates: 7/01/2012 – (Active) TUSD Budget Coordinator Dates: 1/12/2009 – 7/01/2012 TUSD Program Budget Technician Dates: 6/04/2001 – 1/12/2009 TUSD Research Data Analyst Dates: 7/01/99 (Conversion for Active Employee in PeopleSoft) – 6/04/2001

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**CODE: 92255 UNIT:**  
**EXC GRADE: 4**  
**FLSA: Exempt**

**CLASSIFICATION**  
BUDGET MANAGER

**SUMMARY**

Oversees Tucson Unified School District (TUSD) budgeting functions and financial activities directly applicable to assigned programs and projects. Manages and supervises assigned budgets, expenditures and associated personnel.

**MINIMUM REQUIREMENTS**

Bachelor's degree in Business or related field,

**AND**

Six (6) years of Accounting experience.

**OR**

Ten (10) years of progressively responsible accounting experience. Two (2) years Supervisory

Experience One (1) year customer service experience Knowledge of Uniform System of Financial

Records (USFR) and Generally Accepted Accounting Principles

(GAAP) Knowledge of budgeting practices and procedures Verbal & Written communication skills in

English and a demonstrated ability to read and comprehend

written/graphic and oral instructions. Knowledge and ability to use ERP accounting systems. Knowledge

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

**PREFERRED QUALIFICATIONS**

Experience overseeing or developing School District budgets.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and

rubella (German measles), or proof of MMR immunization.

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

Oversees, coordinates, and monitors the activities and functions related to assigned budgets and grant functions, to include general communications regarding the state of budgets, grants, resources, and allocations.

Supervises and evaluates assigned personnel and programs. Reviews work of assigned

USP VII.E.1.a

personnel for accuracy, completeness, and adherence to time schedules.

Provides assistance to TUSD personnel in developing, planning, and forecasting budgets, ensuring compliance and consistency with District, State, and Federal regulations and policies.

Develops processes and procedures to help TUSD personnel monitor budgets, including but not limited to soft capital, desegregation, grants and capital expenditures.

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Represents department on TUSD committees as designated by supervisor, acts in a liaison capacity as needed for fiduciary and budgetary concerns.

Coordinates with designated TUSD personnel to develop academic financial priorities that align with desired educational outcomes.

Develops communication tools and ad hoc reports as requested.

Develops and coordinates training for financial activities and concepts including but not limited to concepts such as “zero based budgeting” and “site based decision making.”

Investigates, responds to, and resolves accounting inquiries from vendors, staff, schools, personnel and administrators related to budgets and grants.

Assists in developing the overall budget for the District.

Represents TUSD to staff and public regarding department and district finance and budget policies and procedures.

### **MENTAL TASKS**

Effective communication skills. Performs functions from written and oral instructions and from observing others. Evaluates written materials Calculates and computes mathematical information. Communicates. Comprehends. Researches mathematical information/adjustments. Reads.

### **PHYSICAL TASKS**

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

### **WORKING CONDITIONS**

Indoor office environment. Exposure to noise. Contact with public, employees and vendors.

### **EQUIPMENT, AIDS TOOL, MATERIALS**

Uses office equipment such as computers, telephones, printers, copiers and fax machines.

### **CONTROL, SUPERVISION**

Supervisory control of assigned staff.

M:JOB 92255 New 8/08 Revised 9/08, 10/12 Title Chg: 10/12

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Richard Haan	Designated to carry out Family Engagement functions for the USP	Job Code: 92244 Program Coordinator, Senior	White	Education: Masters – Psychology Bachelors of Science – Psychology
				Licenses and Certificates: Endorsement:
				Experience: TUSD Program Coordinator, Senior Dates: 2/01/2013 – (Active) TUSD Research Project Manager-Lead Dates: 7/13/2005 – 2/01/2013 TUSD Interim Director – Accountability & Research Dates: 7/01/2004 –

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				7/13/2005 TUSD Research Evaluator – Lead Dates: 10/24/2002 – 7/01/2004 TUSD Research Evaluator Dates: 7/01/99 (Conversion for Active Employee in PeopleSoft) – 10/24/2002
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**USP Position Credentials – Family Engagement**



**CODE: 92244 UNIT:  
Exempt Coord (EXC)  
GRADE: 3 FLA:  
Exempt**

**CLASSIFICATION TITLE**

**SENIOR PROGRAM COORDINATOR**

**SUMMARY**

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

[A “program” refers to carrying out a specific service or specific activity within the district. This classification is differentiated from the program coordinator by the number of affected people, the greater impact on the district and the size of the program’s budget, as determined by human resources.]

Note: Specific summary information relating to the program this position is being placed in will be provided by the department and approved by Human Resources.

**MINIMUM REQUIREMENTS**

Master’s Degree.

**AND**

Two years of experience administering or coordinating programs

**OR**

Bachelor’s Degree

**AND**

Five years of experience administering or coordinating programs

**OR**

Ten Years of progressive experience administering or coordinating programs. Knowledge of federal and state legislative requirements related to specific program is required. Knowledge and ability to use word processing, database, and spreadsheet programs Three (3) years Supervisory Experience Any equivalent combination of experience, training, or education.

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

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee’s expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Coordinates the activities of the program with interrelated activities, or with other programs or

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departments or schools. Supervises and evaluates assigned personnel.

Provides training, organize conferences and chair committees related to program. Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

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

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

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

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

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

Note: Additional specific functions relating to the program this position is being placed in may be provided by the department and approved by Human Resources.

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

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

#### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92244 New: 8/06 Revised: 5/13 USP Reviewed 5/13

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Virginia Licea	Designated to carry out Family Engagement functions for the USP	Job Code: 44612 Family Ctr Proj Svc Advisor	Hispanic	Education: NA
				Licenses and Certificates: Endorsement:
				Experience: TUSD Family Ctr Proj Svc Advisor Dates: 8/10/2005 – (Active) TUSD Community Representative Dates: 7/01/99 (Conversion for

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				Active Employee in PeopleSoft) – 8/10/2005
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CODE: 44612 UNIT: WHITE  
COLLAR GRADE: 10 FLSA:  
Non-Exempt



**CLASSIFICATION**

FAMILY CENTER PROJECT SERVICES ADVISOR

**SUMMARY**

Supports coordinating activities and services that focus on increasing student academic achievement. Coordinating will be under the supervision of a Family Center Coordinator. While assigned to a Family Center and/or a School, these best practices will be executed within a framework of home, school and community involvement.

**MINIMUM REQUIREMENTS**

Three-years experience working with families, parents and youth.

**AND**

Associate's (or higher) degree or completion of two years (60 Semester-Hour credits) of study at an institution of higher education

**OR**

Three-years experience working with families, parents and youth.

**AND**

Completion of the Para-Professional Assessment Exam.

*If the Exam is used to meet the Minimum Requirements, then the incumbent must continue to work towards the Associate's Degree.*

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

**PREFERRED QUALIFICATIONS**

Bilingual in Spanish/English

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

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

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

Must submit evidence of insurance of \$30,000 bodily injury liability & \$10,000 property damage liability.

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

Supports Family Center activities.

Supports collaboration with businesses and community agencies to meet the needs of the Family Center.

Assists in planning and supervision of community events and services. Attends community events as requested.

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Assists in planning training classes and workshops. Prepare and produce materials for programs and workshops, recruits participants, and train volunteers.

Provides outreach and serve as a resource to the school community and community service agencies.

Provides homes visits to encourage participation in school and community activities. Refers parents to community organizations for assistance.

Performs general office tasks of automated data input and retrieval, record keeping, reports, typing, prepare forms, documents, purchase orders, requisitions, absence sheets, PAF's, etc.

Maintains a safe, welcoming and academically engaging environment for families.

### **MARGINAL FUNCTIONS**

Assist with the initiation and maintenance of Family Center Advisory Council.

### **MENTAL TASKS**

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

### **PHYSICAL TASKS**

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

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

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

### **WORKING CONDITIONS**

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

Outdoor. School and community events.

### **CONTROL, SUPERVISION**

Supervise assigned staff.

M:JOB44612 Revised 10/97, 12/00, 06/04, 6/05, 10/13

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Maria Marin	Designated to carry out Family Engagement functions for the USP	Job Code: 16118 Principal - Elementary	Hispanic	Education: Masters of Education – Administration
				Licenses and Certificates: Principal Standard Elementary Education,1-8 Endorsement: English as a Second Language,K-12 Spanish Bilingual, K-12 Early Childhood Endorsement, Birth-Age 8
				Experience: TUSD Principal – Elementary Dates: 10/14/2002 – (Active) TUSD Resource Teacher Dates: 8/16/2000 – 10/14/2002 TUSD Temp Teacher Dates: 8/11/99 (Conversion for

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				Active Employee in PeopleSoft) – 8/16/2000
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CODE: 16118 UNIT: ADM GRADE: 4-A FLSA: Exempt

**CLASSIFICATION**

PRINCIPAL - ELEMENTARY

**SUMMARY**

Provides leadership and management of a school that is focused on student learning, achievement, relationships and communication, and efficient operations. Promotes the success of students by facilitating the development, articulation, implementation and stewardship of a 21<sup>st</sup> Century vision of learning that is shared and supported by the school community.

**MINIMUM REQUIREMENTS**

Master's Degree in Educational Administration or Curriculum and Instruction or related field Arizona IVP fingerprint clearance card. Arizona Principal Certificate with Structured English Immersion (SEI) endorsement Three years teaching experience, including five years experience in a school setting

**PREFERRED QUALIFICATIONS**

Experience as a Principal/Assistant Principal or Coordinator/Director. English/Spanish Bilingual Experience or knowledge of 21<sup>st</sup> Century Learning Experience developing and managing budgets Experience using technology as an instructional tool and technology applications Experience in public speaking Background or coursework or experience in counseling and coaching professionals. Demonstrated background/experience in school leadership including supervision/management and/or team work. Experience developing student specific interventions, curriculum and instruction, special education and language acquisition programs. Experience working in a diverse setting.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

The role of Instructional Leader includes: Working within the TUSD, State of Arizona (AZ Learns) and No Child Left Behind accountability models and requires:

- Responsibility for student achievement
- Focused conversations with teachers
- Daily classroom visits
- Shares and models effective teaching strategies

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- ⑩ Confronts classroom mediocrity Provides direction on curriculum and instruction  
Enforces grade level standards  
Provides opportunity for enrichment and intervention  
Encourages differentiated instruction for all learners and commitment to learner objectives  
Collaborates with the Exceptional Education Department  
Creates and supports learning communities

- ⑩ Sets high expectations Uses and promotes use of assessment data

- Frequently monitors student progress
- Conducts and uses quarterly and other assessment data to guide instruction
- Develops a pyramid of intervention for all students

- ⑩ Uses academic support systems Personally models and supports professional growth for all
  - Develops personal growth plans for self and all staff
  - Ensures quality staff development at school site
  - Creates and supports learning communities
  - Uses and models use of technology
  - Models behaviors of a life long learner

As the chief school officer, responsibilities include: Acts as a public advocate for school, district and public education

- Responsive to parents and community
- Creates a welcoming climate and culture

- ⑩ Markets school programs Communicates school accountability plan

- In partnership with school councils/leaders creates vision, values and goals
- Creates benchmarks, measures progress
- Communicates results
- Provides guidance and information to school councils

As the manager, a principal is responsible for smooth and orderly operations

- Hires, evaluates and leads staff in developing their professional growth plan
- Ensures school facilities are safe, secure and clean
- Supports and attends extracurricular activities
- Monitors transportation services provided to students
- Develops annual budget and manages finances including maintenance and operations, grants, capital, student organization and all program funds.

### **MENTAL TASKS**

Communicates. Comprehends. Develops plans and evaluates school programs and curriculum. Collaborates with staff to coordinate school events. Determines student disciplinary action. Reads. Performs functions from written and oral instructions and from observing and listening to others. Utilizes problem-solving techniques.

### **PHYSICAL TASKS**

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

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

Utilizes standard office equipment and computers as needed to increase effectiveness.

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**WORKING CONDITIONS**

Indoors. Office and classroom environment. Outdoor. Campus environment. Contact with employees, students, parents and the public. Exposure to all weather conditions/temperatures, noise.

**CONTROL, SUPERVISION**

Supervision of school staff. Supervision of students during the school day and during extracurricular activities.

M:JOBS16118 Reviewed MAY 2000 Revised 5/95, 4/04, 6/04, 2/05, 12/05, 1/07,1/08, 1/09, 3/09, 2/11, 3/13

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Josefina Marin-Varelas	Designated to carry out Family Engagement functions for the USP	Job Code: 35311 Student & Family Suppt Liaison	Hispanic	Education: Masters Language, Reading & Culture Bachelors – Elementary Education
				Licenses and Certificates: Standard Elementary, K-8 Endorsement: Bilingual Spanish, K-12 Early Childhood Reading Specialist, K-12
				Experience: TUSD Student & Family Suppt Liaison Dates: 7/30/2012 – (Active) TUSD Reading Specialist, K-5 Dates: 8/10/2011 – 7/30/2012 TUSD Teacher Dates: 8/09/2007 – 8/10/2011 TUSD Teacher Dates: 8/10/2006 – 8/09/2007 TUSD Family Res and Wellness Coordinator Dates: 8/10/2005 – 8/10/2006 TUSD Temp Teacher Dates: 8/10/2005 – 8/10/2005 TUSD Teacher Dates: 8/11/99 (Conversion for Active Employee in PeopleSoft) – 6/06/2005

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**USP Position Credentials – Family Engagement**

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**CODE: 35311**  
**UNIT:**  
**Teacher/Certified**  
**FLSA: Exempt**

**CLASSIFICATION**

STUDENT AND FAMILY SUPPORT LIAISON

**SUMMARY**

Provides activities to meet the academic needs of targeted students. Consults with teachers, staff and parents to enhance their effectiveness in helping students. Collaborates with students, parents and staff to increase academic and social achievement.

**MINIMUM REQUIRMENTS**

Valid Arizona Teaching Certificate Arizona IVP fingerprint clearance card Must Have Appropriate

Endorsements, depending upon functional area. Three years of teaching experience, utilizing technology in instruction.

***There may be additional requirements depending on functional area assigned.***

**PREFERRED REQUIREMENTS**

Knowledge of Systems Thinking, Restorative Practices and Intercultural Proficiency. Knowledge of the TUSD Post Unitary Plan. Designing and implementing student/family mentoring programs Experience presenting or facilitating staff development sessions on such topics pertinent to assigned

functional area

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

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

Using student data, work with administrator, classroom teachers and students to create individualized plans for identified students to raise their achievement levels. Help students take appropriate steps toward implementing their educational plans.

Facilitate staff development which incorporates the goals of the assigned functional area.

Provide support to teachers via consultation, resources or modeling.

Integrate tools of Systems Thinking into lessons, staff development, and student sessions. Model and integrate 21<sup>st</sup> Century learning skills and research-based practices.

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Establish and facilitate support groups for the parents and students. Meet with all newly identified students to discuss educational issues/concerns/successes.

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Provide orientation activities for families new to the school. Assist students in the transition from school to school, level to level. Inform students and parents of test results and their implications for educational planning.

Encourage connections and communication with families through publication of newsletters and coordination of email lists. Coordinate with webmaster to update web site, automated messaging systems, and video broadcasts.

Coordinate volunteer programs which assist identified students.

Provide opportunities for adult education programs and/or community classes.

Provide home visits to discuss and assist families with school related issues as needed. Facilitate and/or participate in child studies and/or student-centered conferences as needed.

Refer students and families to appropriate community agencies. Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and social service agencies.

Conduct or provide opportunities for parent education programs.

Coordinate, conduct, or participate in activities that contribute and recognize academic achievement for students, teachers and administrators

Use data to plan, implement and assess program.

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

#### **WORKING CONDITIONS**

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

M: JOB35311  
New: 4/10  
Revised: 7/11

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Luis Orantes	Designated to carry out Family Engagement functions for the USP	Job Code: 61037 Meaningful Access Coordinator	Hispanic	Education: NA
				Licenses and Certificates: Endorsement:
				Experience: TUSD Meaningful Access Coordinator Dates: 9/18/2008 – (Active) TUSD Translator-Interpreter Dates: 4/21/2008 – 9/18/2008 TUSD Data Tech-Bilingual Language Access Dates: 5/02/2006 – 4/21/2008 TUSD

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				Testing Tech (Language) Dates: 12/01/2003 – 5/02/2006 TUSD Ex Ed Teacher Assistant Dates: 8/14/2003 – 12/01/2003 TUSD Tutor/Advisor Dates: 7/01//99 (Conversion for Active Employee in PeopleSoft) – 8/14/2003
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**CODE: 61037 UNIT: SPE GRADE: 13 FLSA: Exempt**

**CLASSIFICATION**

MEANINGFUL ACCESS COORDINATOR

**SUMMARY**

Manage, control and coordinate access to foreign-language translators and interpreters as needed. Serves as a resource for all matters related to the District Interpreter/Translator Board Policies and Regulations, and the Office of Civil Rights (OCR) Meaningful Access requirements. Provide training and materials as required. Responsible for planning and budgeting services.

**MINIMUM REQUIREMENTS**

Four years of experience administering or coordinating programs required, preferably programs related to language translations or services.

A degree [Bachelor's or Associate's Degree] may be substituted for two years of the above experience.

Any equivalent combination of experience, training, or education.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

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

**PREFERRED QUALIFICATIONS/REQUIREMENTS**

Knowledge and familiarity with data collection and compliance monitoring for government oversight agencies. Knowledge and familiarity with the unique and specialized interpretation/translation needs of an educational institution. Working knowledge of industry standards for professional language interpreters and translators. Experience or training in using and/or designing quantifiable instruments to accurately assess Interpreter/Translator skill levels. Knowledge and familiarity with effective course design and teaching practices in adult continuing education.

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

Design and/or revise effective training curricula and coordinate all Level I, Level II and other professional development trainings for all District Interpreter/Translators.

Certify and document the competency of District Spanish-English Interpreter/Translators using quantifiable measures; design and/or revise assessment measures for District interpreter/trainers.

Assure continuing high quality of District Interpreter/Translators (Spanish and non-Spanish) by collecting, maintaining, and monitoring records concerning client feedback, interpreter/translator resumes, test scores, education, references, etc..

Monitor adequacy of Interpreter/Translator staffing at District schools to assure that all District schools have enough certified Interpreter/Translators to meet demand; plan and schedule trained District Interpreter/Translators for high demand times so that no school experiences shortages of interpreter/translators.

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Annually update the Meaningful Access Staff Training and conduct in-services for District staff concerning ongoing compliance issues.

Assure that, where reasonable, all non-Spanish Limited English Proficient (LEP) clients of TUSD are provided notice of their legal rights and an overview of the District services available to them.

Participate where needed in internal compliance monitoring with regard to the District's Interpreter/Translator Board Policies and Regulations.

Inform and communicate to District personnel and the community about the availability, at no cost, of Interpreter/Translators.

Train Principals, Assistant Principals, Department Heads, and staff in all aspects of TUSD's Interpreter/Translator services.

Plan, calendar, and collect data, for all reports, which are required by government agencies, and the District with regard to Interpreter/Translator services and communications with Limited English Proficient (LEP) clients.

Ensure all relevant District forms are translated into District Predominant Languages, routinely updated, and made available on the intranet and other venues.

Select vendors, employees, and consultants to provide Translator and Interpreter services. Complete all Finance and Human Resources' documentation to select, award, hire, and, compensate.

Create and maintain the District Interpreter/Translator Services websites (Intranet and Internet) to meet all District needs, procedural requirements, and Board Policy and Regulation requirements.

Cultivate a successful team environment through regular meetings with and maintenance of effective communication among Principals, Department Heads, Assistant Principals, Interpreters, Translators, and the community (individuals and agencies who assist Limited English Proficient (LEP) persons).

#### **MENTAL TASKS**

Effective communication skills and team building. Perform functions from written and oral instructions. Evaluate written materials. Comprehend. Read.

#### **PHYSICAL TASKS**

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

#### **WORKING CONDITIONS**

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

#### **CONTROL, SUPERVISION**

Supervisory control of assigned personnel.

M: JOB 61037 New 9/02 Revised 6/04, 2/06, 10/06, 7/08

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Cara Rene	Designated to	Job Code: 22396	White	Education: Masters of Arts -Journalism

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	carry out Family Engagement functions for the USP	Director - Communications/Media Relations		Licenses and Certificates: Endorsement:
				Experience: TUSD Director-Communications/Media Relations Dates: 11/07/2011 – (Active) Tucson Downtown Partnership – Vice President Dates: 10/2008 – 10/2010 Tucson Citizen – Writer, Editor, Senior Editor Dates: 2/1998 – 8/2008

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**CODE: 22396**  
**UNIT: ADE**  
**GRADE: 4-B**  
**FLSA: Exempt**

**CLASSIFICATION**

DIRECTOR, COMMUNICATIONS AND MEDIA RELATIONS

**SUMMARY**

Directs and manages the activities related to District public and media relations. Coordinates the distribution of information and District responses to events and inquiries. Coordinates marketing, special events and related functions, services, programs and activities. Coordinates assigned activities with outside agencies. Coordinates community relations initiatives that consistently tell the TUSD story using a variety of strategies and media tools.

**MINIMUM REQUIREMENTS**

Bachelor's degree in Public Relations, Public Administrations, Marketing, Journalism or related field

Five years of experience working with the media or in public relations required

***Must be available evenings and weekends***

**PREFERRED QUALIFICATIONS**

Bilingual – Spanish/English

Desktop publishing experience

Digital media skills

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Directs District communication activities with the media. Coordinates policies and procedures regarding all District public relations matters, including District

media relations, community relations, intra-District communications, promotional functions, special events, marketing, and selected publications. Develop, maintain and implement a strategic media plan Acts as the media spokesperson; maintains working relations with media. Administer and maintain District Events Calendar. Directs the development, production and dissemination of selected publications or reports.

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Prepares and presents staff reports and other necessary correspondence as assigned by the Superintendent.

Collaborates with District personnel concerning appropriate public relations methods and actions; serves as a consultant to other schools and departments to assist them in meeting their marketing and/or media goals and/or strategies. Assists TUSD staff with writing press releases and providing news contact information. Provides media training to staff to support consistency in the District's communication with the community.

Oversees TUSD/TV, District audio visual services, photography and digital media outlets including the District website. Coordinates digital media services and staff. Is responsible for any other duties related to the support of communications and public relations.

#### **MENTAL TASKS**

Communicates. Reads. Comprehends. Develops, plans, evaluates and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

Indoor. Office environment. Exposure to noise. Contact with employees, students and public.

#### **CONTROL, SUPERVISION**

Supervisory control of assigned staff.

M: JOB22396 Created: 11/2000 Revised & Unit Chg: 5/03, 5/06, 7/11 Revised 6/04, 3/06

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Ignacio Ruiz, Jr	Designated to carry out Family Engagement functions for the USP	Job Code: 16313 Director Language Acquisition	Hispanic	Education: MED – Educational Leadership
				Licenses and Certificates: Principal Standard Elementary Education, K-8 Endorsement: Provisional Structured English Immersion Endorsement, K-12
				Experience: TUSD Director Language Acquisition Dates: 2/28/2011 – (Active) TUSD Principal – Elementary Dates: 7/28/2008 – 2/28/2011 SUSD Assistant Principal Dates: 7/2006 -6/2008 SUSD Prevention Specialist Dates: 8/2005 – 5/2006 SUSD Title 1 Programmer Dates: 8/2004 – 5/2005 SUSD

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				Middle School Teacher Dates: 8/1997 – 5/2004



**CODE: 16313 UNIT: ADE GRADE: 4-B FLSA: Exempt**

**CLASSIFICATION**

DIRECTOR - LANGUAGE ACQUISITION

**SUMMARY**

Directs and manages the Tucson Unified School District Language Acquisition Department.

**MINIMUM REQUIREMENTS**

Master's Degree in Education or related field. Valid AZ Administrators Certification. Five years of teaching experience in a bilingual education or other language acquisition program. Any equivalent combination of experience, training, or education.

**PREFERRED QUALIFICATIONS**

Central administration and campus administration experience.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization. Bilingual endorsement required or eligibility and willingness to obtain.

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

Provide vision and leadership to support student achievement and effective services by identifying best practices, developing and implementing strategic improvement plans, determining professional development areas and interfacing ELL programs with district goals and initiatives.

Directs, supervises, and evaluates Language Acquisition Coaches, Language Assessment Coordinators, Testing Technicians, Secretaries/Clerks, among others assigned.

Develops goals, establishes objectives and monitors work schedules for department staff members.

Evaluates needs assessments for Language Acquisition and student intervention programs within TUSD.

Plans, implements, and monitors all district services relating to the Language Acquisition program.

Directs and manages the Meaningful Access Services staff, including translators and interpreters.

Coordinates the preparation of reports to the Arizona Department of Education, US Department of Education, Office for Civil Rights, as required by law.

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Directs and coordinates the development and implementation of information technology program for the collection, storage, maintenance and analysis of data pertaining to Dual Language and Structured English Immersion (SEI) Programs.

Develops, facilitates and monitors the implementation of the TUSD Alternate Language Program Guidebook.

Assists site and central administrators in the development, implementation and evaluation of the Language Acquisition instructional programs to ensure compliance with District Policy and State and Federal law.

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Oversee the coordination of trainings for Avenues, Discrete Skills Inventory (DSI), Visions/Edge, SIOP, and ELL compliance.

Responsible for directing and managing the LEA District Improvement Plan.

Directs and coordinates the initial assessment and reassessment of language proficiency of students with a primary or home language other than English (PHLOTE) in accordance with state law.

Prepares and submits proposals for external funding to governmental and private funding sources. Acts as the Director of funded programs. Acts as an advocate on matters related to Dual Language and SEI Programs for District and community entities including but not limited to: Governing Board, the Parent Advisory Council, schools, PTA's, the ICC, the OCR Committee, the SCPS and departments within the Division Teaching and Learning, other school districts and Institutes of higher education.

Directs the Language Acquisition's Grow our Own program.

### **MENTAL TASKS**

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

### **PHYSICAL TASKS**

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

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

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

### **WORKING CONDITIONS**

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

### **CONTROL, SUPERVISION**

Supervisory control of staff, which includes interviewing, selecting, training, directing and appraising work, handling employee complaints, disciplining staff, and providing for safety and security.

M: JOB16313  
New: 8/2010  
Title Chg: 3/12

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Diane Sotelo	Designated to carry out Family Engagement functions for the USP	Job Code: 92243 Program Coordinator	Hispanic	Education: Masters – Public Administration Bachelors – Elementary Education
				Licenses and Certificates: Principal Standard Elementary Education, K8 Endorsement: Structured English Immersion Endorsement, K-12
				Experience: TUSD Program Coordinator Dates:

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				9/21/2009 – (Active) TUSD School Improvement Coach Dates: 8/06/2008 – 9/21/2009 Prescott College Graduate Advisor Dates: 8/2007 – 5/2009 Arizona Department of Education Dates: 10/2005 – 5/2007 United Way of Tucson and Southern AZ Dates: 3/2004 – 6/2005 TUSD Teacher Dates: 4/13/2003 – 8/06/2008 TUSD Temp Teacher Dates: 1/06/2003 – 4/13/2003 SUSD Teacher Dates: 8/2001 – 5/2002 Phoenix School District Teacher Dates: 8/1996 – 5/2001
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**CLASSIFICATION TITLE**  
PROGRAM COORDINATOR

**CODE: 92243 UNIT:**  
**Exempt Coord (EXC)**  
**GRADE: 2**  
**FLSA: Exempt**

**SUMMARY**

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

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

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

**MINIMUM REQUIREMENTS**

Bachelor’s Degree.

**AND**

Four years of experience administering or coordinating programs.

**OR**

Eight (8) years of progressive experience administering or coordinating programs. Knowledge and ability to use word processing, database, and spreadsheet programs. One (1) year of supervisory experience. Knowledge of federal and state legislative requirements related to specific program. Any combination of experience, training, or education.

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

**PREFERRED QUALIFICATIONS**

Master’s Degree.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee’s expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools. Supervises and evaluates assigned personnel

Provides training, organize conferences and chair committees related to program. Develops and recommends new or revised program goals and objectives. Develops and implements action plans. Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications.

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

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

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

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

**MENTAL TASKS**

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

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92243 New: 7/06 Revised 5/13 USP Reviewed 5/13

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Diana Soto	Designated to carry out Family Engagement functions for the USP	Job Code: 44605 Community Rep Senior	Hispanic	Education: Associates of Arts – Family Studies
				Licenses and Certificates: Endorsement:
				Experience: TUSD Community Rep Senior Dates: 11/28/2012 -(Active) TUSD Community Representative Dates: 8/11/2010 – 11/28/2012 TUSD Community Representative Dates: 8/14/2007 – 5/28/2010 TUSD Family Ctr Project

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				Svc Advisor Dates: 1/03/2006 – 8/14/2007 TUSD Community Re-Hourly Dates: 12/11/2002 – 7/02/2004 TUSD Campus Monitor Dates: 8/16/99 (Conversion for Active Employee in PeopleSoft) – 4/14/2001
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**CODE: 44605**  
**UNIT: WHITE COLLAR**  
**GRADE: 6**  
**FLSA: Non-Exempt**

**CLASSIFICATION TITLE** SENIOR COMMUNITY REPRESENTATIVE

**SUMMARY**

Serves as a liaison between the school and the home and encourages parents and community involvement in school activities. This is distinct from the Community Representative in that the Senior provides or works with social service information to staff, students and families, and works with external agencies.

**MINIMUM REQUIREMENTS**

High School Diploma or G.E.D.

Bachelor's degree in social science or related field **OR**

Four years of experience in public relations, social services, volunteer programs or community services

Demonstrated knowledge and involvement with community services.

Professional experience may be substituted for the degree on a year-for-year basis.

Any equivalent combination of experience, training, or education.

**PREFERRED QUALIFICATIONS**

Experience working with multi-cultural populations and youth.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

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

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

Must submit evidence of insurance of \$30,000 bodily injury liability & \$10,000 property damage liability.

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

Visits parents in their homes to encourage them to participate in the school activities and events. May arrange to transport parents to school for meetings and workshops.

Serves as a school liaison and resource to parents, staff, students and the community regarding social services. Inform parents of scholarships and free lunch program. Refers parents to community services such as legal aid, food stamps, and counseling services.

Organizes the School Advisory Council and District Advisory Council meetings and prepares the agenda. Also prepares a school activities calendar and a parent newsletter, including minutes of SAC/DAC meetings. Collaborates with community services and institutions such as Department of Economic Security (DES) and Child Protective Services (CPS) who are involved with students and families.

Participates as a member of the School Community Partnership Council. Assists in the coordination of monthly parent meetings at the school.

Assists with the coordination of home and school communication. Prepares newsletters to parents

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to inform them of school events and activities.

Conducts presentations to parents and community organizations. Coordinates and organizes parents and student support groups with the support of community agencies.

Coordinates with teachers and site administrators to plan parent workshops and arranges for speakers in areas such as how to work with your child at home, communication between children and parents, coping with children's fears, manipulative math, computers and substance abuse prevention.

Prepares reports to include meetings and workshops attended, number of parent volunteers participating in school activities, home visits, and contact made with teachers, students and the community. Maintains records of volunteer hours and parent attendance.

Assists principal in the coordination with local businesses to encourage their participation in the Adopt-A-School program.

May coordinate meetings with feeder schools to arrange for the needs of students entering elementary/middle/high school.

May plan a recognition program for parents and prepares the parent appreciation awards. May also plan a Teacher Appreciation Day program.

Recruits parents to participate as volunteers in the school.

Transports students to the clothing and food banks with the approval of parent and principal.

Arranges and coordinates parent visitation days to the school.

Establish and maintain the family resource center on campus.

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

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

Utilizes office equipment such as telephone, computer, printer and copier. Utilizes audio-visual equipment.

#### **WORKING CONDITIONS**

Indoor. Office environment. Exposure to noise. Contact with employees, students, parents and public.

#### **CONTROL, SUPERVISION**

None.

M: JOB44605 REVIEW DATE: 10/92 Updated 11/00-Dcox, 06/04 Revised 6/02, 9/06, 4/11

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
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Dani Tarry	Designated to carry out Family Engagement functions for the USP	Job Code: 92267 Program Manager	White	Education: PhD – Educational Administration MED – Educational Administration MS - Education
				Licenses and Certificates: Endorsement:
				Experience: TUSD Program Manager Dates: 3/15/2010 – (Active) Marin Community Foundation County Coordinator Dates: 4/1999 – 8/2009 Self Employed Education Consultant Dates: 7/1998 – 3/1999 Shoreline Unified School District Principal & Assistant Superintendent Dates: 7/1991 – 6/1998 Richmond Unified School District Principal Dates: 7/1998 – 6/1991 Mammoth-San Manuel Public Schools Principal Dates: 7/1985 – 6/1988 University of Arizona Graduate Research Associate Dates: 7/1980 – 6/1985 Western Placer Unified School District Teacher Dates: 7/1976 – 6/1979 Downers Grove District # 58 Teacher Dates: 7/1973 – 6/1976

**CODE: 92267 UNIT:**  
**Exempt Coord (EXC)**  
**GRADE: 004**



**FLSA: Exempt**

### **CLASSIFICATION TITLE**

PROGRAM MANAGER

### **SUMMARY**

Manages and implements strategic program plans. Oversight of complex program(s), department and/or grant level responsibilities or multiple components of an overall program/department/grant. (A "Program" refers to carrying out a specific service or specific activity within a department or the district.) (This classification is differentiated from the Senior Program Coordinator by the level of the program/department/grant and the strategic decision making involved within these areas.)

### **MINIMUM REQUIREMENTS**

Master's Degree. Four years of experience administering or coordinating programs. Proven expertise of federal and state legislative requirements related to specific program, department or

grant. Any combination of experience, training, or education.

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

### **PREFERRED QUALIFICATIONS**

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Doctorate degree.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check (at employee's expense). Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

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

Supervise and evaluate staff to ensure that all program/department/grant needs are met. Designs, implements and evaluates program/department/grant specific characteristics and needs.

Develops and implements strategic and tactical programmatic plans, new goals and objectives.

Coordinates the activities of the program/department/grant with interrelated activities, or with other programs, departments, schools or other entities.

Conducts research studies, compiles and evaluates data, monitors outcomes, formulates grant proposals and implements strategical changes. Provides training, acts as a resource, organizes conferences and chair committees related to program.

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

Monitors and approves program expenditures. Develops and administers annual budget.

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

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

**MENTAL TASKS**

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

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

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

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

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May coordinate, monitor or supervise the activities of subordinates.

M:  
JOBS/JOB92267  
New: 11/09

Name	Hire/Designate	Active Position	Race / Ethnicity	Credentials
Joselyn Withers	Designated to carry out Family Engagement functions for the USP	Job Code: 44601 Community Representative	African American	Education: Masters – Unknown Bachelors - Unknown
				Licenses and Certificates: Endorsement:
				Experience: TUSD Community Representative Dates: 10/23/2006 – 5/29/2013 TUSD Health Assistant Dates: 8/10/2006 – 10/23/2006 TUSD Community Representative Dates: 11/10/2003 – 8/10/2006 TUSD Community Representative Hourly Dates: 10/01/2003 – 10/11/2003

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CODE: 44601  
UNIT: WHITE COLLAR  
GRADE: 5  
FLSA: Non-Exempt

**CLASSIFICATION TITLE Community Representative**

**SUMMARY**

Serves as a liaison between schools and the home and encourages parent and community involvement in school activities.

**MINIMUM REQUIREMENTS**

Three (3) years of experience working in volunteer programs, public relations or social/community services required. Verbal and written communication skills, and evidence of basic math skills required. High School Diploma or G.E.D. required. Any equivalent combination of training, education or experience that meets the minimum requirements. **VALID DRIVERS/OPERATORS LICENSE REQUIRED.**

**ARIZONA STATE OPERATORS LICENSE (CLASS D) REQUIRED WITHIN 10 DAYS OF HIRE DATE MUST NOT HAVE ACCRUED SIX (6) POINTS AGAINST DRIVER'S LICENSE WITHIN THE PAST THREE (3) YEARS.** Requires a reliable mode of personal transportation with evidence (Copy of ADOT Insurance I.D. Card must be submitted at time of hire.) of compliance with Arizona financial responsibility law requiring a minimum auto insurance policy of \$30,000 death or bodily injury and \$10,000 property damage coverage, must be valid throughout term of employment. FBI fingerprint background check required.

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

Visits parents in their homes to encourage them to participate in the school activities and to take an active interest in their children's educational progress. Arranges or transports parents to school and community agencies for meetings and work-shops.

Serves as a school liaison and resource to parents and the community. Assists parents with community and other services such as legal aid and counseling services.

Recruits parents to participate as volunteers in the schools. Coordinates parent groups within school structures and organize parent groups.

Organizes the School Advisory Council and District Advisory Council meetings and prepares the agenda. Prepares a school activities calendar and assists in the preparing of a parent newsletter.

Coordinates with teachers and site administrators to plan parent workshops and arranges for speakers in areas such as how to work with your child at home, communication between children and parents, coping with children's fears and substance abuse prevention.

Maintains records, collects data and assists in the evaluation of the effectiveness of program activities and recommends plan improvement. Participates as a member of a team; coordinates efforts with other team members and department components.

Plans a recognition program for parents and prepares the parent appreciation awards. May also plan a Teacher Appreciation Day program.

Prepares reports to include meetings and workshops attended, number of parent volunteers participating in school activities, home visits, and contact made with teachers, students and the community. Maintains records of volunteer hours and parent attendance.

Arranges or transports students to the clothing and food banks with the approval of parent and principal.

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Disseminates program information to school personnel, parents and the community.

**MARGINAL FUNCTIONS**

May develop programs to develop and motivate children using positive role models in the community.

Plans and coordinates fund-raisers for the School Advisory Council (SAC), such as family portraits and Santa workshops.

**MENTAL TASKS**

Communicating. Evaluating. Comprehension.

**PHYSICAL TASKS**

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

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

Operates a motor vehicle to transport students. Operates office equipment such as typewriter, copier and telephone.

**WORKING CONDITIONS**

Indoors. Classroom environment. Contact with children, parents, public and employees.

**CONTROL, SUPERVISION**

None.

M: JOB44601 Review: May 1993, 06/04