

APPENDIX V – 105

V.G.1.e - Job Descriptions and Responsibilities

(New 2017-18 SY)

DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Descriptions
A.L.E. 5063	Saczko, Sky T	AVID Program Coordinator	AVID Teacher	Competitive recruitment process. All documents located in HR.	HS Diploma Post Baccalaureate Secondary Education Bachelors Political Science Masters Educational Leadership (30 hours)	Coordinate activities and functions of Advanced Learning programs. Collaborates with principals to promote administrative support for AVID and Advanced Academic Programs	✓
African American Student Services 5060	Kortright, Jhovanna	Administrative Assistant	Office Manager	Competitive recruitment process. All documents located in HR.	HS Diploma 1995 4+ yrs business/office exp	Provide confidential administrative/secretarial support to supervisor and staff. Coordinates schedules, appointments and arranges for meetings and Inservices.	✓
African American Student Services 5060	Albritton, Albert Lee	Student Success Specialist	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Master of Arts-Counseling Master of Arts-Counseling	Under supervision, plans, coordinates, and develops student/family mentor programs to increase student academic and social achievement.	✓
Alternative to Suspension 5031	McWilliams, Karol Leanne	Behavior Intervention Monitor	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma AA of General Studies/Fine Arts	Assists regular and special education students in behavior intervention programs; Monitor and conduct dialogues with students; Serve as liaison between students and the administration.	✓
Alternative to Suspension 5031	Urdahl, Kenneth A Jr	Behavior Intervention Monitor	New to District	Competitive recruitment process. All documents located in HR.	BA Sociology	Assists regular and special education students in behavior intervention programs; Monitor and conduct dialogues with students; Serve as liaison between students and the administration.	✓
Alternative to Suspension 5031	Berry, Joseph Jr	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelors of Science Physical Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Alternative to Suspension 5031	Dukes, Phillip Thomas	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Teaching Certificate Program Secondary Education BA Anthropology MS in Planning and MS in GIST	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Alternative to Suspension 5031	Duzenli, Sibel	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Study abroad Visual Art Bachelor of Arts Visual Art Master of Arts Art and visual Culture Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Alternative to Suspension 5031	McClintock, Kelley Arlaine	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Arts Spanish	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Alternative to Suspension 5031	Suarez-Hairgrove, Sandra L	Teacher	New to District	Competitive recruitment process. All documents located in HR.	Bachelor of Arts in Education Political Science	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Bloom Elementary School 1128	Cota, Adilene	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Bloom Elementary School 1128	Cardenas-Pursley, Martha O	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Arts Elementary Education Master of Arts in Elementary Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Bloom Elementary School 1128	Branscom, Aura Wilder	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Reading Specialist Certificate Reading Intervention Certificate First aid BA, Credential Spanish Language, Literature, Cultu	Assists individual students and groups of students in performain their assignments in accordance with teacher guidelines. Reviews and explains lessons to them;	✓

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Bloom Elementary School 1128	Islas, Edward Eugene	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Passed Bilingual Assessment 05/12/2017 HS Diploma B.S. in Elementary Education Masters in Bilingual	Assists individual students and groups of students in perform their assignments in accordance with teacher guidelines. Reviews and explains lessons to them;	✓
Bloom Elementary School 1128	Teran, Lisa	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Passed Bilingual Assessment 05/12/2017 AA of Applied Science Legal Secretary Associates	Assists individual students and groups of students in perform their assignments in accordance with teacher guidelines. Reviews and explains lessons to them;	✓
Booth-Fickett Math/Science Magnet School 1510	Nunez, Heddy Maria	Teacher	New to District	Competitive recruitment process. All documents located in HR.	BA in Arts Sociology	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Booth-Fickett Math/Science Magnet School 1510	Cueva, Christine	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BA Elementary Education	Supervises students who are assigned to in school suspension for disciplinary reasons.	✓
Catalina High School 2610	Miranda, Jennifer Trimble	Coordinator-College and Career Readiness	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BA of Science Applied Communication Master of Arts Counseling Master of Arts College Student Development	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness.	✓
Cholla High School 2615	Carr (Stickel), Kristi Darnyell	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Science Business Masters of Education Administration	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Curriculum Development 5040	Grijalva, Giovanna	Sr. Director-Curriculum Development	New to District	Designated as Interim	Bachelor of Arts in Latin Am Stds Post Paccaluaureate, Sec Ed M.Ed. Curriculum and Instruction/Bilingual Ed. Dynamic Educational Leadership for Teachers and Administrators Ed.D. Educational Policy and Administration	Provide leadership for continued analysis, development, and monitoring of short and long range plans for improving the K-12 educational programs. Assists with reviewing and evaluating results of District-wide accountability plans, assessments, testing programs, and other evaluative measures used by the schools.	✓
Davis Bilingual Elementary Magnet School 1191	Benitez Gonzalez, Marlen Olivia	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Arts (Psychology)	Assists individual students and groups of students in perform their assignments in accordance with teacher guidelines. Reviews and explains lessons to them.	✓
Davis Bilingual Elementary Magnet School 1191	Soto, Maria Alejandra	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	GED	Assists individual students and groups of students in perform their assignments in accordance with teacher guidelines. Reviews and explains lessons to them.	✓
Doolen Middle School 1505	Peel, Carmen Sheree	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BA of Science Journalism, emphasis in Advertising	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Doolen Middle School 1505	Mendoza Cuculiza, Diego	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor General Studies M.ED. Education	Supervises students who are assigned to in school suspension for disciplinary reasons.	✓
GATE 5064	Chacon, Melanie Michelle	Administrative Assistant	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma	Provide confidential administrative/secretarial support to supervisor and staff. Coordinates schedules, appointments and arranges for meetings and Inservices. Researches information to assist supervisor for reports.	✓

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GATE 5064	Bull Calf, April Dollili	Administrative Secretary	Office Assistant	Competitive recruitment process. All documents located in HR.	Associate BM 2001 HS Diploma 1989	Provide secretarial support to department administrator. Schedules and coordinates appointments, conferences, in-services, and meetings	✓
GATE 5064	Lacy, Rachel Moriah Froy	Teacher GATE Itinerant	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BA Early Childhood Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Grijalva Elementary School 1231	Padilla, Elia	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Passed Bilingual Assessment 4/13/2017 Business Technical Certification	Assists individual students and groups of students in perform their assignments in accordance with teacher guidelines. Reviews and explains lessons to them.	✓
Language Acquisition 5028	Brena, Diana Lynn	Program Coordinator (Reading Recovery)	Language Acq Coach K-5	Assigned to fulfill the requirements of this Section.	AZ Teaching Cert w SEI endorsement AZ Teaching Cert w Bilingual endorsement Master's degree Education	Coordinates the activities and functions of designated programs. Analyze, evaluates and ensures that the goals and objectives for the program.	✓
Language Acquisition 5028	Sandoval-Taylor, Patricia	Interim Director- Language Acquisition	Language Acq Coach K-5	Designated as Interim	AZ Teaching Cert w SEI endorsement AZ Teaching Cert w Bilingual endorsement Master's degree Education	Directs and manages the Tucson Unified School District Language Acquisition department	✓
Language Acquisition 5028	Mezzio, Ann Marie Catherine	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BS American Studies MS Reading	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Language Acquisition 5028	Olivas, Jose Luis	DL Interant Teacher	Principal-Retired	Competitive recruitment process. All documents located in HR.	HS Diploma B.A. Elementary Education M.A. Educational Leadership	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Lineweaver Elementary School 1281	Robbins, Cynthia	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Post degree ADE Elementary Education Certification Elementary Education BA (Anthropology) Archaeology MA (Anthropology) M. Ed bilingual Rural Special Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Magee Middle School 1515	Winkler, Scott Charles	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma AA of Arts History BA of Science Secondary Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Magee Middle School 1515	Caviglia, Cheryl L	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documents located in HR.	Bachelors of Arts Education	Supervises students who are assigned to in school suspension for disciplinary reasons.	✓
Mary Belle McCorkle Academy of Excellence 1523	Yanez, Leticia S	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma B.A. Bilingual Elementary Education B.A. Psychology	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Mexican American Student Services 5044	Calza, Dominique V	Coord-Program	Student Success Specialist	Competitive recruitment process. All documents located in HR.	HS Diploma B.A. Psychology M.S. Mexican American Studies	Coordinates the activities and functions of designated programs. Analyze, evaluates and ensures that the goals and objectives for the program.	✓
Mexican American Student Services 5044	Gamez, Guadalupe Marie	Student Success Specialist	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BA Mexican American Studies & Latin American Studies	Under supervision, plans, coordinates, and develops student/family mentor programs to increase student academic and social achievement.	✓

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Multi Cultural Curriculum 5048	Sakoi, Junko	Program Coordinator	Coordinator	Competitive recruitment process. All documents located in HR.	HS Diploma B.A. Asian Languages and Cultures M.A. Education Ed. S. Education and Curriculum Development Ph.D. Education and curriculum Development	Coordinates the activities and functions of designated programs. Analyze, evaluates and ensures that the goals and objectives for the program.	✓
Multi Cultural Curriculum 5048	Osiago, Susan	Director MultiCult Curriculum	Coordinator	Competitive recruitment process. All documents located in HR.	HS Diploma Certification multicultural Education Administrative Certificate M.S. Curriculum and Instruction M.S. Assessment and Education Policy	Implements academic curriculum programs with district Certified Staff in selected academic areas. Works with all schools/department on curriculum and resource needs and ensures alignment of curriculum and resources. Works with appropriate departments, programs, and personnel to develop and implement strategies ensuring engagement and achievement for all TUSD students.	✓
Multi Tiered System of Support 5039	Montgomery, Matthew Richard	Multi-Tiered System of Support Facilitator (MTSS)	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BA English Literature MA Physical Education Masters Educational Leadership	Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data; promote practice in the areas of student's academic, social and emotional, and behavioral needs.	✓
Multi Tiered System of Support 5039	Ryskamp, Gidget Virginia Ann	Multi-Tiered System of Support Facilitator (MTSS)	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma B.S. Mathematics M.S. Educational Administration Ed.S. Educational Administration Doctorate Educational Leadership	Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data; promote practice in the areas of student's academic, social and emotional, and behavioral needs.	✓
Multi Tiered System of Support 5039	Torres, Yolanda S	Multi-Tiered System of Support Facilitator (MTSS)	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Principal K-12 Certification Administration Bachelor of Arts in Elementary Education Masters of Education	Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data; promote practice in the areas of student's academic, social and emotional, and behavioral needs.	✓
Multi Tiered System of Support 5039	Webb, Karyn Amanda	Multi-Tiered System of Support Facilitator (MTSS)	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelors of Science in Education Masters of Science in Education Masters of Science in Education Curriculum & Instruction	Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data; promote practice in the areas of student's academic, social and emotional, and behavioral needs.	✓
Multi Tiered System of Support 5039	Contreras, Jennifer	Restorative Practice Facilitator	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor in Social Behavioral Studies/History Mexican American Studies MA in Secondary Education	Serve as coordinator for restorative practices campus wide. Inform school administration of identified trends and challenges with regard to campus discipline. Serve as facilitator with regard to the school's implementation of PBIS.	✓
Multi Tiered System of Support 5039	Kaminski, Monica A	Restorative Practice Facilitator	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelors History Masters Professional School Counseling	Serve as coordinator for restorative practices campus wide. Inform school administration of identified trends and challenges with regard to campus discipline. Serve as facilitator with regard to the school's implementation of PBIS.	✓
Multi Tiered System of Support 5039	Littleton, Annkatri	Restorative Practice Facilitator	Student Success Specialist	Voluntary Transfer	HS Diploma Certificate Microsoft Excel Bachelors of Science Social Psychology	Serve as coordinator for restorative practices campus wide. Inform school administration of identified trends and challenges with regard to campus discipline. Serve as facilitator with regard to the school's implementation of PBIS.	✓
Multi Tiered System of Support 5039	Nunez, Lisette M	Restorative Practice Facilitator	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Science Family Studies and Human Development	Serve as coordinator for restorative practices campus wide. Inform school administration of identified trends and challenges with regard to campus discipline. Serve as facilitator with regard to the school's implementation of PBIS.	✓

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Palo Verde High Magnet School 2620	Ruiz, Saydee Aracely	Coordinator-College and Career Readiness	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Arts Sociology & Spanish Masters Degree Spanish Language and Literature	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness.	✓
Pistor Middle School 1527	Garza, John Q	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Aviation Business Administration Management	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Pistor Middle School 1527	Williams, Fawndra	Teacher	New to District	Competitive recruitment process. All documents located in HR.	BS Criminal Justice Masters Educational Leadership	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Pueblo High School 2630	Menchaca, Alejandro	Coordinator-CollCareerReadiness	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma AA Liberal Arts Bachelors Philosophy Masters Counseling	Through the implementation of the National Career Development Guidelines, with specific attention to restorative practices, intentional student equal academic access, student advocacy and college and career readiness.	✓
Pueblo High School 2630	Pedersen, Damon Terrill Wong	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma B.S. Mathematics with Emphasis in Secondary Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Roberts/Naylor K-8 School 1525	Kindt, Margaret Rose	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma BS Business of Administration BS Communications	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Roberts/Naylor K-8 School 1525	Villarreal, Paola V	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Arts Elementary Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Roberts/Naylor K-8 School 1525	Ojeda, Patricia B	Teacher-In-School Intervention	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma B.S. Ed. Phys, Ed MSW Social Worker	Supervises students who are assigned to in school suspension for disciplinary reasons.	✓
Roskruge Bilingual Middle Magnet School (K-8) 1595	Elias, Luz Alicia	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Associates Political Science Associates Education	Assists individual students and groups of students in performain their assignments in accordance with teacher guidelines. Reviews and explains lessons to them.	✓
Safford K-8 1535	Noboa, Kathleen O Hara	Multi-Tiered System of Support Facilitator (MTSS)	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Science Industrial Technology Master of Science Education, ELA and Special Needs	Facilitate school academic community and ensure development in the areas of classroom management, Tier I instruction, and interpreting data; promote practice in the areas of student's academic, social and emotional, and behavioral needs.	✓
Safford K-8 1535	Berry, David J	Teacher	New to District	Competitive recruitment process. All documents located in HR.	GED Associate of Arts Mathematics BS Mathematics Masters Degree Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Secrist Middle School 1537	Phillips, Kevin Michael	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Elementary Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Secrist Middle School 1537	Tselentis, Colleen McDonald	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma B.A. Secondary Education social Studies Master of Arts Teaching and Teacher Education undeclared Politics, Philosophy and Economics Civics, AZ government Politics, Philosophy and Economics	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓

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University High School 2675	Quinn, Amelia Michelle	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Science of Mathematics	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Utterback Middle School of the Arts 1550	Lizarraga, Ivan	Teacher	New to District	Competitive recruitment process. All documents located in HR.	HS Diploma Bachelor of Arts History Masters Secondary Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓
Wheeler Elementary School 1443	Belnap, Zithrely	Teacher	New to District	Competitive recruitment process. All documents located in HR.	Certificate Early Childhood Education Associate General Studies Bachelor of Art Elementary Education	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	✓



CODE: 92301
UNIT: Exempt Coord (EXC)
GRADE: 2
FLSA: Exempt

CLASSIFICATION TITLE

PROGRAM COORDINATOR – Advancement Academics

SUMMARY

Coordinates the activities and functions of Advanced Academic programs for Tucson Unified School District (TUSD). This includes strategic planning, developing and communicating a long term vision, making policy recommendations, and developing new funding streams and strategic partnerships to ensure the success and sustainability of the programs. Incumbent works with campus principals in providing guidance and technical assistance to Advancement Via Individual Determination (AVID) programs.

MINIMUM REQUIREMENTS

Bachelor's Degree.

Three years of experience administering or coordinating programs.

Knowledge of federal and state legislative requirements related to AVID, Pre Advanced Placement (Pre-AP), Advanced Placement (AP), and International Baccalaureate (IB) programs.

Any combination of experience, training, or education.

PREFERRED QUALIFICATIONS

Master's Degree

Three (3) years experience coordinating the AVID program

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 each principal to promote administrative support for and institutionalization of the AVID and Advanced Academic programs.

Monitors the TUSD AVID certification process for each of the AVID campuses, and manages the curriculum alignment efforts.

Works with the national and state AVID Center and College Board to coordinate training and networking. Meets with each team to facilitate progress towards goals identified in the site team plan.

Ensures that program components are implemented according to the program model and supports the development of site conditions that ensure effective program implementation.

Recruits, trains and helps to supervise AVID, Pre-AP, AP, and IB campus staff, provides training for Advanced Academics program tutors and AVID site team members, and ensures site team participation in the national or regional activities.

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

Observes, coaches, and facilitates professional development for AVID, Pre-AP, AP, and IB classroom coordinators/teachers at each campus. Attends family workshops and events as needed.

Prepares periodic reports, financial statements and records on program activities, progress or status. Coordinates the analysis and collection of data as guided by the national and Arizona state requirements.

Works with campuses to hold information sessions to increase program publicity and student outreach.

Manages the college tutorial program, including recruitment, hiring, and termination. Coordinates the budget allocations and resources for the college tutorial program.

Supports AVID, Pre-AP, AP, and IB students enrolling at the postsecondary institutions.

Provides technical assistance for district or regional planning.

Develops a communications plan that includes external presentations, a monthly newsletter, and use of free media in coordination with TUSD media personnel. Assists in TUSD media personnel in responding to requests for information regarding the assigned program.

Develops, research, and writes grant applications, and solicits community support for the assigned program. Manages funding and prepares ad hoc reports as required.

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 92301
New: 5/12



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

CLASSIFICATION

Administrative Assistant

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

MINIMUM REQUIREMENTS

Four (4) years Business/Office Experience

Basic knowledge of accounting/bookkeeping practices and principals

Proficient using word processing, database, and spreadsheet programs

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

Any equivalent combination of experience, training, or education.

PREFERRED QUALIFICATIONS

Supervisory Experience

ESSENTIAL FUNCTIONS

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

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

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

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

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

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

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

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

Assists supervisor with special projects.

Assists with specialized clerical functions and special projects.

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

Researches information to assist supervisor with the compilation of reports.

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

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

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

May approve requisitions within funding limitations.

Maintains the inventory stock levels of office and instructional supplies.

Performs annual equipment and supply inventory verifications.

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

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

Handles limited amounts of money within established guidelines.

MARGINAL FUNCTIONS

May serve as a Notary Public

MENTAL TASKS

Communicating. Comprehending. Reads.

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

Indoors. Office environment. Contact with public and employees.

CONTROL, SUPERVISION

Supervises and monitors employees and student aides.

M:JOB41187
New: 6/14



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

CLASSIFICATION TITLE
STUDENT SUCCESS SPECIALIST

SUMMARY

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

MINIMUM REQUIREMENTS

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

AND

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

OR

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

OR

AZ Dept. of Education-approved Academic Assessment Test

AND

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

Plus all of the following:

Arizona IVP Fingerprint Clearance Card

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

Reliable mode of personal transportation

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

PREFERRED QUALIFICATIONS

Extensive community contacts and experience.

Supervisory Experience.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

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

ESSENTIAL FUNCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

MARGINAL FUNCTIONS

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

May transport students and families as needed.

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

Monitor control of assigned personnel

M:Comp and Class/JOB46032

New: 6/14



CODE: 45045
UNIT: WHITE COLLAR
GRADE: 6
FLSA: Non-Exempt

CLASSIFICATION TITLE
BEHAVIOR INTERVENTION MONITOR

SUMMARY

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

MINIMUM REQUIREMENTS

High School Diploma or G.E.D.

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

OR

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

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

Two years of experience working with students.

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

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

Any equivalent combination of training, education or experience that meets the minimum requirements will be accepted.

PREFERRED QUALIFICATIONS

Experience with Mojave software.

Experience as a Teachers Aide.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

ESSENTIAL FUNCTIONS

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

Assists regular and Special Education students in behavior intervention programs.

Monitor students' individual tutorials on social/emotion competencies.

Facilitate and assist students to complete computer based modules.

Monitor and assist students in maintaining passing grades in classes.

Conduct dialogues with students about behaviors.

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

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

Serve as a liaison between students, teachers and administrators.

Prepare and maintain records and documentation on student contacts.

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

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

None.

M: JOB45045
New: 5/08
Revised 2/14

CODE: 35001
UNIT: Teacher
FLSA: Exempt

CLASSIFICATION
CERTIFIED TEACHER

SUMMARY

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

MINIMUM REQUIREMENTS

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

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

ADDITIONAL REQUIREMENTS AFTER HIRE

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

ESSENTIAL FUNCTIONS

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

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

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

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

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

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

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

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

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

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

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

Collaborate with specialists as needed to assist students.

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

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

MARGINAL FUNCTIONS

Order classroom supplies and instructional materials.

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

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

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

CODE: 44001
UNIT: WHITE
GRADE: 2
FLSA: Non-Exempt

CLASSIFICATION TITLE
TEACHER ASSISTANT

SUMMARY

Assists teachers in performing their classroom teaching responsibilities.

MINIMUM REQUIREMENTS

Speak, read and write in English.
One year of experience working with youth.
High School Diploma or G.E.D.

Associate's (or higher) degree OR
60 Semester-Hour credits from an accredited institution OR
AZ Dept. of Education-approved Academic Assessment Test

Related training or education

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

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

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

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

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

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

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

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

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

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

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

MARGINAL FUNCTIONS

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

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

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

Arrange student learning centers for children in appropriate grade areas.

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

Monitor students indoors and outdoors.

M: JOB 44001
REVIEW DATE: 2/93
Revised 7/02 & 4/03, 06/04



CODE: 35018
UNIT: Teacher
FLSA: Exempt

CLASSIFICATION

IN-SCHOOL INTERVENTION TEACHER

SUMMARY

Supervises students who are assigned to in school suspension for disciplinary reasons.

MINIMUM REQUIREMENTS

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

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.

Will review classroom rules and procedures and ensure that the work is assigned to students is returned to teachers in a timely manner each day.

Maintain accurate attendance records.

Employs the use of PBIS strategies and Restorative Practices to help get the student ready to return to class while completing their school work.

Responsible for creating a successful plan for how students will re-integrate into their regular classes

Employ a variety of methods for students to demonstrate learning and accomplishments.

Reports students who may have further violations, using school approved procedures; Will ensure appropriate referral and follow up practices as required.

Assists in implementing behavior plans as defined by the teacher(s), administrator and/or counselor for the purpose of developing and/or improving students basic social and interpersonal skills.

Performs various record keeping and clerical functions (e.g. student ISS report, attendance logs, student activity documentation, etc.) for the purpose of meeting mandated requirements.

Protects confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

Monitors students during assigned periods and/or activities for the purpose of ensuring the safety and welfare of students.

Assists students in the completion of assigned class work for the purpose of providing ongoing support in the accurate completion of student assignments.

Provides verbal and/or written feedback concerning student performance and/or behavior for the purpose of informing teachers and/or school administrators of students progress.

Responds to inquiries from a variety of sources (e.g. students, teachers, administrators, and/or parents) for the purpose of solving problems, providing information and/or directing to other sources

Ensure parents and students are informed of methods of evaluation used in the classroom: inform parents of student progress and school activities and advises parents of instructional methods that may assist student.

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

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

Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students.

MARGINAL FUNCTIONS

Order classroom supplies and instructional materials.

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

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

M: CompandClass
Review: 8/13/15

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

CLASSIFICATION

COLLEGE AND CAREER READINESS COORDINATOR

SUMMARY

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

MINIMUM REQUIREMENTS

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

PREFERRED REQUIREMENTS

Arizona School Guidance and Counseling Certificate.

Experience working with diverse populations.

Arizona Teacher's Certification.

Three years experience as a teacher.

Three years experience as a school counselor.

Bilingual – Spanish/English.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

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

ESSENTIAL FUNCTIONS

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

Guide and counsel groups and individuals

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

Consult with teachers, staff and parents

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

- Conduct or provide opportunities for parent education programs.

Evaluate and revise the program:

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

MENTAL TASKS

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

PHYSICAL TASKS

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

WORKING CONDITIONS

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

M:JOB35310
New: 4/10

OPEN VACANCY BULLETIN

List Master #	Job Title Advertised	Location Label	Post Date	Close Date	Months	Hours Per Day
15-0829	Senior Director - Curriculum Development	CIPD	6/12/2014	6/19/2014	12	8.0

Minimum Requirements

Master's degree in Education or a related field

Five (5) years experience to include any combination of Instruction, Curriculum Development, and Administration in K-12 Education.

Experience working with curriculum and instruction issues

Knowledge of Arizona Department of Education assessment requirements

Experience evaluating instructional programs and teaching effectiveness

Experience managing budgets and personnel

Knowledge of State and Federal Education requirements

Demonstrated ability to work effectively with teachers, administrators and classified staff.

Excellent oral and written communication skills required.

PREFERRED QUALIFICATIONS
Arizona Superintendent Certification

Doctorate degree in Education or a related field

Three (3) years experience as a site administrator

Demonstrated success in engaging African American and Latino students

Bilingual (Spanish) endorsement

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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.

OPEN VACANCY BULLETIN

List Master #	Job Title Advertised	Location Label	Post Date	Close Date	Months	Hours Per Day
	<p>Chairs the district curriculum council, which recommends approvals for course additions and grade policies, supplementary materials and graduation requirements.</p> <p>Provides leadership for continued analysis, development, and monitoring of short and long range plans for improving the K-12 educational program.</p> <p>Assists with reviewing and evaluating results of District-wide accountability plans, assessments, testing programs, and other evaluative measures used by the schools.</p> <p>Communicates the approved curriculum to the professional staff and maintains a list of approved instructional materials.</p> <p>Works directly with the curriculum as it relates to alternative education programs.</p> <p>Provides leadership for the analysis, development, interpretation, and implementation of policies and legislation related to instructional services and training.</p> <p>Ensures that technical assistance is provided to District administrators, school administrators, and instructional personnel in the implementation of educational policy, programs, and services related to curriculum.</p> <p>Participates in the planning and development of an effective research base for implementing curriculum processes and professional development.</p> <p>Plans, organizes, and directs the preparation of District, state, and federal reports to ensure compliance, secure funding, and provide thorough, complete, and effective communication.</p> <p>Participates as a member of the Instructional Leadership Team and advises them on the formulation and implementation of curriculum and instruction plans, policies, programs, procedures and services.</p> <p>Interprets Governing Board policies, state and federal regulations and special rulings to ensure the district's compliance in curriculum and instruction practices.</p> <p>Develops and monitors the departmental annual budget. Assists with developing and coordinating budgets that pertain to Curriculum and Instruction.</p> <p>Performs all duties as assigned to support the district's goals and vision.</p> <p>Adheres to all court orders, District policies and regulations, and state and federal laws.</p>					

MENTAL TASKS

Communicates. Evaluates policies and practices and other written materials. Performs functions from written and oral instructions. Reads.

OPEN VACANCY BULLETIN

List Master #	Job Title Advertised	Location Label	Post Date	Close Date	Months	Hours Per Day
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Dear Applicant:
 Please Log-In to our Job Site and submit your application on-line. You are also required to submit a cover letter with resume and three current reference letters (written within the past 18 months, signed and dated) to Human Resources by email to hrdocs@tusd1.org, or by fax to (520) 798-8683. Please send your documentation in promptly. Applications with out required documentation will not be included in screenings.

Thank you for your interest. If you have any questions about the recruitment process, please don't hesitate to call HR at 520-225-6225.

Site Address

CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT
 1010 E. 10TH STREET
 BROADWAY & PARK AREA

Additional Info

ADE - Exempt
 Grade 6-A
 \$86,423.00
 Salary commensurate with experience

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

- Develops, implements, and evaluates curriculum for all K-12 courses.
- Plans and assists with the development and implementation of the Arizona College and Career Readiness Standards.
- Plans and assists with the acquisition of core instructional materials.
- Assists school sites with the implementation of curriculum.
- Disseminates information and coordinates changes in the instructional program.
- Coordinates the attainment of student competency with the assessment and evaluation program.
- Keeps abreast of curricular innovation, disseminates research and descriptive materials.

OPEN VACANCY BULLETIN

List Master # Job Title Advertised Location Label Post Date Close Date Months Hours Per Day
Under the direction of the Assistant Superintendent of Curriculum and Instruction, assumes responsibility for the design, application, planning, implementation and evaluation of K-12 curriculum.

REPORTS TO: Assistant Superintendent of Curriculum & Instruction



CODE: 41178
UNIT: White Collar
GRADE: 7
FLSA: Non-Exempt

CLASSIFICATION

Administrative Secretary

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

MINIMUM REQUIREMENTS

Three (3) years business office or clerical experience

Customer Service Experience

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

Ability to work independently

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

Basic Math Skills

Any equivalent combination of experience, training, or education.

PREFERRED QUALIFICATIONS

Experience with Legal Contracts

ESSENTIAL FUNCTIONS

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

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

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

Sorts, screens and prioritizes mail. Attaches relevant information.

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

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

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

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

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

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

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

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

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

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

Prepares work orders for maintenance services.

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

Recommends final grade to supervisor for COE students.

Takes and/or transcribes dictation.

Handles limited amount of money within established guidelines.

MARGINAL FUNCTIONS

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

Conduct and coordinate presentations as requested.

MENTAL TASKS

Communicating. Comprehending. Reads.

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

Indoors. Office environment. Contact with public and employees.

CONTROL, SUPERVISION

May monitor employees and student aides.

M:JOB41178

New: 6/14



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

CLASSIFICATION TITLE
PROGRAM COORDINATOR

SUMMARY

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

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

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

MINIMUM REQUIREMENTS

Bachelor's Degree.

AND

Four years of experience administering or coordinating programs.

OR

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

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

One (1) year of supervisory experience.

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

Any combination of experience, training, or education.

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

PREFERRED QUALIFICATIONS

Master's Degree.

ADDITIONAL REQUIREMENTS AFTER HIRE

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

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

ESSENTIAL FUNCTIONS

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

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

Supervises and evaluates assigned personnel

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

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

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

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

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

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

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

May coordinate, monitor or supervise the activities of subordinates.

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

TUCSON UNIFIED

SCHOOL DISTRICT

CODE: 16313
UNIT: ADE
GRADE: 4
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.

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.

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:Comp and Class/ JOB16313

New: 8/2010

Title Chg: 3/12

Updated-change to Gr 4 from 4-B, 12/16/16

TUCSON UNIFIED

SCHOOL DISTRICT

CODE: 16515
UNIT: ADE
GRADE: 5
FLSA: Exempt

CLASSIFICATION TITLE
DIRECTOR MULTICULTURAL CURRICULUM

SUMMARY

Implements academic curriculum programs with district Certified Staff in selected academic areas. Works with all schools/department on curriculum and resource needs and ensures alignment of curriculum and resources. Works with appropriate departments, programs, and personnel to develop and implement strategies ensuring engagement and achievement for all Tucson Unified School District (TUSD) students.

MINIMUM REQUIREMENTS

Experience in Mexican American Studies, African American Studies, Cultural 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.

Arizona IVP fingerprint clearance card.

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

Three (3) years program management and/or supervisory experience.

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

ADDITIONAL REQUIREMENTS AFTER HIRE

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

PREFERRED QUALIFICATIONS

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

Experience designing and implementing academic and/or social programs focusing on multicultural students

Experience writing grants, fund development, public speaking and presentation preparation

Experience developing and conducting student leadership groups

Active participation in culturally diverse social and civic organizations

Experience working with diverse urban populations

Administrative experience in an educational environment

ESSENTIAL FUNCTIONS

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

Supervises the development and integration of multicultural and culturally relevant curriculum and instruction programs to ensure compliance with court orders, district policy, and state and federal law.

Coordinates with other TUSD departments such as African American Student Services and Mexican American Students Services to develop and implement strategies to ensure engagement by all TUSD students.

Adheres to all state curricular laws, regulations and guidelines. Serves as a resource to TUSD personnel regarding multicultural and culturally relevant curriculum and instruction laws, regulations, guidelines, governing board policies, and specialist rulings.

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

Assists TUSD personnel with planning and monitoring professional development related to multicultural and culturally relevant curriculum implementation and culturally responsive instructional practices. Researches multicultural and culturally relevant curriculum practices and applies knowledge of training best practices and instructional design principals.

Evaluates programs to determine if objectives have been met.

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.

May represent the District in professional and community activities directly related to multicultural or culturally relevant curriculum programs.

Assists with common and benchmark assessment development, analysis, and implementation.

Prepares ad hoc reports as assigned.

Supervises assigned staff.

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

MENTAL TASKS

Communicates. 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

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

M:Comp and Class/Job16515

New: 3/13

Rev: 4/14

USP Reviewed: 3/13, 4/14

Updated-change to Gr 5 from 5-C, 12/16/16

TUCSON UNIFIED
SCHOOL DISTRICT

CODE: 92272
UNIT: EXC (10.5 Months)
GRADE: 2
FLSA: Exempt

CLASSIFICATION

Multi-tiered System of Support (MTSS) Facilitator

REPORTS TO:

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

SUMMARY

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

MINIMUM JOB REQUIREMENTS

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

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

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

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

Previous experience with academic behavior interventions.

Any equivalent combination of experience, training, or education.

Arizona IVP Fingerprint Clearance Card.

PREFERRED QUALIFICATIONS

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

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

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

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

Bilingual

ADDITIONAL REQUIREMENTS AFTER HIRE

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

ESSENTIAL FUNCTIONS

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

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

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

Meet deadlines.

Understand and can apply concepts of adult learning and motivation.

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

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

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

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

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

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

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

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

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

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

No formal authority for control or supervision.

TUCSON UNIFIED

SCHOOL DISTRICT

CODE: 64028
UNIT: Super/Prof
GRADE: 10
FLSA: Non-Exempt

CLASSIFICATION TITLE

Restorative Practices Facilitator

REPORTS TO:

MTSS Coordinator

SUMMARY

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

MINIMUM REQUIREMENTS

Bachelor's Degree in Social Work or related field

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

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

PREFERRED QUALIFICATIONS

Experience working with diverse populations.

Master's degree in Social Work or related field

Restorative Practices Training.

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check (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.

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

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

Serves as the school/site's discipline team facilitator

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

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

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

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

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

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

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

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

Assists students to resolve and prevent conflicts.

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

Facilitates Restorative Circles for behavioral and academic success.

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

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

MENTAL TASKS

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

PHYSICAL TASKS

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

EQUIPMENT, AIDS, TOOLS, MATERIALS

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

WORKING CONDITIONS

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

CONTROL, SUPERVISION

May coordinate, monitor or supervise the activities of subordinates.

M: Comp and Class/JOB64028
New: 12/16,
Revised 2/18