

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

DAC	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
African American Student Services 5060	Peterson, Andrea Renee	Administrative Assistant	New to District	Competitive recruitment process. All documents located in HR.	4 years business office experience Accounting & bookkeeping practices & principals	Acts on administrative decisions and provides confidential secretarial or office support. May have additional functions specific to area of assignment.	✓
Curriculum Development 5040	Robles-Hill, Pedro Francisco	Administrative Assistant	New to District	Competitive recruitment process. All documents located in HR.	5 years business office experience Accounting & bookkeeping practices & principals	Acts on administrative decisions and provides confidential secretarial or office support. May have additional functions specific to area of assignment.	✓
Alternative to Suspension 5031	Lopez, Bianka Francheska	Behavior Intervention Monitor	New to District	Competitive recruitment process. All documents located in HR.	High school diploma Two years working with students	Monitor and conduct dialogues with students, serves as liaison between students and the administration, maintain documentation, and monitor after-school detention.	✓
African American Student Services 5060	Gomez, Julian	Behavior Specialist	New to District	Competitive recruitment process. All documents located in HR.	BA - UArizona	Counsels Tucson Unified School District teachers, Administrators, and child study teams in behavior modification programs for students	✓
Equity & Diversity 5022	Engelstad, Alicia M	Coordinator	New to District	Competitive recruitment process. All documents located in HR.	BS - UArizona	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	✓
Sahuaro High School 2650	Haynes, Sean B	Coordinator-CollCareerReadiness	New to District	Competitive recruitment process. All documents located in HR.	BA UArizona M of Divinity - Gateway Seminary	Consult with teachers, staff and parents and provide support to other educational programs	✓
Sabino High School 2645	Karaman, Alexander Kamal	Coordinator-CollCareerReadiness	New to District	Competitive recruitment process. All documents located in HR.	BA California SU MA UArizona	Consult with teachers, staff and parents and provide support to other educational programs	✓
Mexican American Student Services 5044	Contreras, Jennifer	Coord-Program	MTSS Coordinator	Competitive recruitment process. All documents located in HR.	BA UArizona	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	✓
Asian Pacific & Refugee Stud Svc 5046	Mahoney, Selena B	Director	New to District	Competitive recruitment process. All documents located in HR.	Doctor of Education - American College of Education	Directs the Asian Pacific American & Refugee Student Services program for Tucson Unified School District (TUSD) to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college going rate.	✓
Alternative to Suspension 5031	Nunez, Yolanda Isabel	Director - Alternative Education	New to District	Competitive recruitment process. All documents located in HR.	BS - UArizona MA - NAU	Leads and administers the operations of TUSD Alternative Education Programs	✓

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Multi Tiered System of Support 5039	Ayala, Andrea M	Multi-Tiered System of Support Facilitator (MTSS)	Curriculum Service Provider	Competitive recruitment process. All documents located in HR.	BA UArizona	Facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data	✓
Multi Tiered System of Support 5039	Kjelstrom, Jo Anne Marie	Multi-Tiered System of Support Facilitator (MTSS)	New to District	Competitive recruitment process. All documents located in HR.	Elementary Certificate 5.8.2020 Principal Certificate 2.27.19	Facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data	✓
Fine Arts 5047	Malkin, Jacob Charles	OMA Arts Integration Spec	Teacher	Competitive recruitment process. All documents located in HR.	B of Music NAU		✓
African American Student Services 5060	Acosta, Martha T	Program Specialist	New to District	Competitive recruitment process. All documents located in HR.	BS NAU	Plans, coordinates, develop, 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	✓
Mexican American Student Services 5044	Cabezola, Cynthia Antelo	Program Specialist	New to District	Competitive recruitment process. All documents located in HR.	BA UArizona	Plans, coordinates, develop, 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	✓
African American Student Services 5060	Pugh, Paublo Demetric	Program Specialist	Instructional Specialist	Competitive recruitment process. All documents located in HR.	BS U of Phoenix	Plans, coordinates, develop, 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	✓
African American Student Services 5060	Scroggins, Shawna	Program Specialist	New to District	Competitive recruitment process. All documents located in HR.	BA Mills College	Plans, coordinates, develop, 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	✓
Booth-Fickett Math/Science Magnet School 151	Villalobos, Eduardo	Restorative Practice Facilitator	New to District	Competitive recruitment process. All documents located in HR.	BA UArizona	Serve as the coordinator for restorative practices campus wide, shall inform the school administration of identified trends and challenges regarding campus discipline, and shall serve as the facilitator regarding the school' s implementation of PBIS	✓
African American Student Services 5060	Diaz, Kathlyn Spires	RTI Specialist	New to District	Competitive recruitment process. All documents located in HR.	BA Maryhurst University	Push-in and pull out services in planning academic support and/or adaptation of academic support using the Response to Intervention (RTI) model to facilitate academic growth of students	✓

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African American Student Services 5060	Farrell, Alesha Marie	RTI Specialist	Teacher	Competitive recruitment process. All documents located in HR.	BA UArizona	Push-in and pull out services in planning academic support and/or adaptation of academic support using the Response to Intervention (RTI) model to facilitate academic growth of students	✓
African American Student Services 5060	Pearson, William E	RTI Specialist	New to District	Competitive recruitment process. All documents located in HR.	BS Rider College Master of Ed Wilmington University	Push-in and pull out services in planning academic support and/or adaptation of academic support using the Response to Intervention (RTI) model to facilitate academic growth of students	✓
African American Student Services 5060	Williams, Dione Jordan	Student Success Coach	New to District	Competitive recruitment process. All documents located in HR.	BA UArizona	Coordinates, and develops student/family mentor programs to increase student academic and social achievement.	✓
Bloom Elementary School 1128	Chavez, Breana Rene	Teacher	New to District	Competitive recruitment process. All documents located in HR.	BA UArizona	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Mansfield Middle Magnet School 1520	Costa, Anna Marie	Teacher	New to District	Competitive recruitment process. All documents located in HR.	M of Education UArizona	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Booth-Fickett Math/Science Magnet School 151	Gastelum, Wendy Sue	Teacher	Substitute	Competitive recruitment process. All documents located in HR.	BA Prescott College	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Bloom Elementary School 1128	Haney, Mary Lynn	Teacher	New to District	Competitive recruitment process. All documents located in HR.	MA U of New Mexico	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Van Buskirk Elementary School 1431	Herrera, Yvette	Teacher	Rehire	Competitive recruitment process. All documents located in HR.	BA UArizona	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Alice Vail Middle School 1555	McCoy, James T	Teacher	Substitute	Competitive recruitment process. All documents located in HR.	Substitute Certificate 12.16.1981	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
CRPI Culturally Responsive Pedagogy and Inst 50	Ramirez, Nicole Salcido	Teacher	New to District	Competitive recruitment process. All documents located in HR.	BA UArizona M of Education UArizona	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Magee Middle School 1515	Rodriguez, Orlando Lucas	Teacher	New to District	Competitive recruitment process. All documents located in HR.	BS NAU	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓

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Cholla High School 2615	Ruiz, Elaine	Teacher	Rehire	Competitive recruitment process. All documents located in HR.	BA UArizona	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Safford K-8 1535	Yabyabin, Tadeo RobbyBarry Perez	Teacher	Restorative Practice Facilitator	Competitive recruitment process. All documents located in HR.	BA	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Curriculum Development 5040	Yukish Jr, Joseph F	Teacher Reading Recovery	Return to Work	Competitive recruitment process. All documents located in HR.	Doctor of Philosophy Uof Akron	Manage the learning environment to prepare lesson plans, instruct student, evaluate and monitor students' performance in order to advance student achievement.	✓
Bloom Elementary School 1128	Aubry-Ray, Lourdes	Teaching Assistant	School Monitor Elementary	Competitive recruitment process. All documents located in HR.	Bilingual Assessment 8.12.22 Para Professional 6.23.21	Assists teachers in performing their classroom teaching responsibilities	✓
Hollinger K-8 School 1233	Diaz, Emiliano	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Bilingual Assessment 2.21.22	Assists teachers in performing their classroom teaching responsibilities	✓
Hollinger K-8 School 1233	Estrella, Gloria A	Teaching Assistant	Rehire	Competitive recruitment process. All documents located in HR.	Para Professional 8.6.2005	Assists teachers in performing their classroom teaching responsibilities	✓
Roskrige Bilingual Middle Magnet School (K-8)	Moreno, Ivonne Celeste	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Bilingual Assessment 11.12.21	Assists teachers in performing their classroom teaching responsibilities	✓
Safford K-8 1535	Pena, Yvette Gloria	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Para Professional 9.1.21	Assists teachers in performing their classroom teaching responsibilities	✓
Mary Belle McCorkle Academy of Excellence 15	Rosas, Dennise Consuelo	Teaching Assistant	Return to Work	Competitive recruitment process. All documents located in HR.	Para Professional 8.18.17	Assists teachers in performing their classroom teaching responsibilities	✓
Roskrige Bilingual Middle Magnet School (K-8)	Viramontes, Sara Leticia	Teaching Assistant	New to District	Competitive recruitment process. All documents located in HR.	Bilingual Assessment 1.8.16 Para Professional 8.18.21	Assists teachers in performing their classroom teaching responsibilities	✓
White Elementary School 1449	Gastelum, Viridiana Gutierrez	Teaching Asst-Bilingual	School Monitor Elementary	Competitive recruitment process. All documents located in HR.	Bilingual Assessment 12.10.21 Para Professional 12.1.21	Assists teachers in performing their classroom teaching responsibilities	✓



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

**CLASSIFICATION**

Administrative Assistant

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

**MINIMUM REQUIREMENTS**

Four (4) years Business/Office Experience

Basic knowledge of accounting/bookkeeping practices and principals

Proficient using word processing, database, and spreadsheet programs

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

Any equivalent combination of experience, training, or education.

**PREFERRED QUALIFICATIONS**

Supervisory Experience

**ESSENTIAL FUNCTIONS**

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

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

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

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

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

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

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

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

Assists supervisor with special projects.

Assists with specialized clerical functions and special projects.

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

Researches information to assist supervisor with the compilation of reports.

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

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

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

May approve requisitions within funding limitations.

Maintains the inventory stock levels of office and instructional supplies.

Performs annual equipment and supply inventory verifications.

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

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

Handles limited amounts of money within established guidelines.

#### **MARGINAL FUNCTIONS**

May serve as a Notary Public

#### **MENTAL TASKS**

Communicating. Comprehending. Reads.

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

Indoors. Office environment. Contact with public and employees.

#### **CONTROL, SUPERVISION**

Supervises and monitors employees and student aides.

M:JOB41187

New: 6/14

# TUCSON UNIFIED SCHOOL DISTRICT

## BEHAVIORAL SPECIALIST

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

**FLSA:** Non-Exempt

### **SUMMARY**

Counsels Tucson Unified School District teachers, Administrators, and child study teams in behavior modification programs for students.

### **MINIMUM REQUIREMENTS**

Bachelor's degree in Counseling, Education, or related area.

Two (2) years of experience working with culturally diverse students.

Experience designing behavioral modification plans.

Demonstrated experience with children who have been identified as having behavioral difficulties.

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

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Experience as a member of a child study team.

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

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

Bloodborne Pathogen training offered by TUSD Risk Management Department.

### **ESSENTIAL FUNCTIONS**

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

Participates as an active member of the child study team to determine source of student's behavior problems and recommends alternative methods of behavior modification to be used. Assists in developing the Individual Behavior Plan (IBP) for students.

Observes the behavior of students, gathers information regarding their behavior and frequency and advises teachers on method of behavior intervention for implementation. Provides guidance to teachers in the implementation and monitors the behavior programs of students.

Arranges for meetings with students to counsel them in their behavioral problem. Advises and assists them in developing acceptable behavior.

Plans, develops, and conducts training programs for teachers in areas such as classroom behavior management and behavior modification techniques.

Serves as a resource to teachers who have mainstreamed students and District Staff regarding student behavior.

Counsel parents to assist them in utilizing behavior modification techniques to encourage and maintain appropriate behavior from their child.

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

Perform other duties as assigned.

**MENTAL TASKS**

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

**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 computers, telephones, printers, and copiers.

**WORKING CONDITIONS**

Indoors. Office environment. Contact with employees, public.

**CONTROL, SUPERVISION**

None.

M:Comp and Class  
New: 8/97  
Rev: 3/22



**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: 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

**CLASSIFICATION**

DIRECTOR - ALTERNATIVE EDUCATION PROGRAMS

**SUMMARY**

This District level position leads and administers the operations of TUSD Alternative Education Programs. As an educational leader, the Director of Alternative Education Programs researches and analyzes educational and/or District issues, developing and organizing programs and/or projects in response to those issues. This position oversees the activities of assigned certified, classified, and administrative staff and collaborates with all levels of internal staff and community organizations.

**MINIMUM REQUIREMENTS**

Master's Degree in educational administration or related field.

Valid Arizona Administrative Certificate.

Five (5) years teaching experience.

Experience as a K-12 Principal.

Demonstrated knowledge and skills designing and implementing alternative education programs.

Experience in comprehensive school reform.

Experience working with curriculum and instruction and diverse student populations.

**PREFERRED REQUIREMENTS**

Bilingual (Spanish/English).

Advanced Degree in Education and/or related field,

Two (2) years working in a large urban school district,

Experience administering programs in a diverse, multicultural environment.

**SUCCESSFUL CANDIDATES WILL POSSESS THE FOLLOWING SKILLS:**

Ability to communicate both verbally and in writing.

Strong leadership skills.

Experience with, knowledge of, and sensitive to special needs students and Alternative Education.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check

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

## **ESSENTIAL FUNCTIONS**

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

Supervises and evaluates the activities of assigned administrative, certified and classified staff at Project MORE, Teenage Parent Program (TAPP), District Alternative Education Programs (DAEP), Catalina On-line Education (COLE), and CORE Plus.

Implements comprehensive Multi-Tiered Support Systems programs with a focus on equity across all sites

Supports the philosophy of Alternative Education and provides leadership to a District-level team to further the development of research based alternative education.

Builds the instructional leadership capacity of alternative education site principals/directors.

Utilizes data driven decisions to implement, develop, and monitor Performance Improvement Plans (PIPS) for school effectiveness.

Interprets Governing Board policies, state, and federal regulations and special rulings to ensure the district's compliance in discipline practices. Adheres to all court orders, District policies and regulations, and state and federal laws.

Develops, recommends, and provides alternative discipline strategies in conjunction with District Leadership, staff, parents and students on a District level.

Attends governing board meetings when student expulsions are scheduled for discussion and provides alternative placement options for suspended/expelled students. Prepares governing board reports as requested.

Collaborates with Community Organizations to identify potential at-risk students.

Articulates curriculum sequencing and coordinates efficient use of community resources directed toward alternative programs.

Directs grants and grant activities. Attends meetings with grantors, supervises evaluations.

Serve as a senior management member of the Equity and Diversity Leadership Team.

## **MENTAL TASKS**

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

## **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is 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 standard office equipment such as computers, telephone, copiers, and printers.

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

Supervisory control of school staff. Monitor control of students during school events.

**REVIEWED MAY 2000**

M: JOB: 16129

REVIEW DATE: Dec 1992

REVISED: 3/2021

**CODE: 16298**  
**UNIT: ADE**  
**GRADE: 5**  
**FLSA: Exempt**

**CLASSIFICATION**

DIRECTOR - ASIAN PACIFIC AMERICAN STUDENT SERVICES

**SUMMARY**

Directs the Asian Pacific American Student Services program for Tucson Unified School District (TUSD) to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college going rate.

**MINIMUM REQUIREMENTS**

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

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

Arizona IVP fingerprint clearance card.

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

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

**PREFERRED PLUS QUALIFICATIONS**

Doctorate in Asian Pacific American Studies, Cultural Studies, Ethnic Studies or Multicultural Education.

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

Experience designing and implementing academic and/or social programs focusing on Asian Pacific American students.

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

Experience developing and conducting student leadership groups.

Active participation in Asian Pacific American social and civic organizations.

Experience Working with Asian Pacific American Students or other diverse urban populations.

Administrative experience in an educational environment.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

**ESSENTIAL FUNCTIONS**

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

Directs the Asian Pacific American Student Services support program to improve academic achievement, provide mentorship and guidance, and reduce the dropout rates and increase college-going rates.

Supervises and evaluates assigned staff.

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

The Director will participate in the evaluation of models that meet the academic needs of Pan Asian American students.

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

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

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

Develops and implements language acquisition programs.

Develops strategic and tactical program plans, including but not limited to, developing and administering annual budgets, mentor intervention programs to decrease dropout rates, and academic intervention programs to increase college going rates.

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

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

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

Utilizes available resources and models for program improvement.

Monitors success of Asian Pacific American students.

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

### **MENTAL TASKS**

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

### **PHYSICAL TASKS**

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

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

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

### **WORKING CONDITIONS**

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

### **CONTROL, SUPERVISION**

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

M:Class and Comp: JOB16298

New: 3/04

Revised 6/04, 5/09, 10/11, 1/12, 6/12, 3/13, 10/16

Grade Chg 5/09

Title Chg: 1/12, 612

USP Reviewed 3/13

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

**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.

**CODE: 46034**  
**UNIT: WCL**  
**GRADE: 14**  
**FLSA: NON-EXEMPT**  
**10.5 Months**

**CLASSIFICATION TITLE**

Program Specialist – Student Equity

**SUMMARY**

African American Student Services Department (AASSD) Program Specialist report to the Director of the AASSD and provide both direct and indirect support services district-wide. The AASSD Program Specialist analyzes data, evaluate program success and ensure that the goals and objectives for the department are met. AASSD Program Specialist should be considered subject matter experts in their assigned roles and provide consistent data based reporting as requested.

***AASSD Program Specialist may be assigned to a specific department or program within the African American Student Services Department based on the programmatic needs of the District.***

**MINIMUM REQUIREMENTS**

- Bachelor's Degree in Education, Social Services, Counseling, African American Studies or a related field.  
AND
- Two (2) years experience in providing direct services and program oversight for a program or project involving school age children.
- Availability to work flexible hours as needed, to include evenings and/or weekends.

**PREFERRED/ PROGRAMMATIC QUALIFICATIONS**

- Master's in Education, Social Services, Counseling, African American Studies, or a related field
- Bilingual (English/Spanish) proficiency
- Arizona Teaching Certificate
- Extensive community contacts and outreach experience
- Supervisory experience

**ADDITIONAL REQUIREMENTS AFTER HIRE**

- Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.
- Must hold a current Driver's license and personal vehicle insurance coverage greater than or equal to the state required minimum for car insurance as described under [Governing Board Policy: EEB-R-1](#) Business and Personnel Transportation Services - Transportation by Employees.
- 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, develop, 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 and implements comprehensive actions plans to achieve position responsibilities; prepares ad hoc reports as directed.
- Confers with appropriate TUSD personnel to identify asset-based strategies for students' academic, social, and behavioral needs.
- Collaborates with appropriate TUSD and community resources to identify and coordinate direct services to promote long-term academic and social achievement.
- Conducts home visits to provide information and support to students and families. Refers students and families to appropriate community, district, or school resources as needed.
- Adheres to all district, federal, and state regulations in the maintenance of pertinent confidential records and data for services with students and families.
- Assists in programs, projects or functions in support of supervisor, assigned area, and department goals.

**MARGINAL FUNCTIONS**

- May transport students and families as needed.
- May support district initiatives 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, 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**

Indoors, 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

Revised: 5/19

**CODE: 92243**  
**UNIT: Exempt**  
**Coord (EXC)**  
**GRADE: 002**  
**FLSA: Exempt**

**CLASSIFICATION TITLE**

PROGRAM COORDINATOR - INCLUSIVITY

**REPORTS TO**

Senior Director of Equity and Diversity, and Inclusiveness (EDI)

**SUMMARY**

Coordinates the activities and functions of Title IX and diversity- and equity-related inclusiveness programs. Analyzes, evaluates, and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.

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

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

**MINIMUM REQUIREMENTS**

Bachelor's Degree.

AND

Four years of experience administering or coordinating programs.

OR

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

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

One (1) year of supervisory experience.

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

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

Experience applying for and managing grants/collaborative funding programs.

Experience supporting underrepresented populations.

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 Title IX and of diversity- and equity-related inclusiveness programs with interrelated activities, or with other programs or departments or schools.

Knowledge of local, state, and federal law(s) pertaining to Title VII, Title IX, and ADA requirements.

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

Provide guidance on building and maintaining meaningful collaboration and relationships with local organizations that support underrepresented youth and youth in crisis along with various school district departments.

Provide guidance on creating and sustaining social-emotional programming to address underrepresented student populations.

Develops targeted strategies to create a more inclusive and supportive environment for the success of underrepresented student populations.

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.

### **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.

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

**CLASSIFICATION TITLE**  
PROGRAM COORDINATOR

**SUMMARY**

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

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

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

**MINIMUM REQUIREMENTS**

Bachelor's Degree.

**AND**

Four years of experience administering or coordinating programs.

**OR**

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

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

One (1) year of supervisory experience.

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

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

Any combination of experience, training, or education.

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

**PREFERRED QUALIFICATIONS**

Master's Degree.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

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

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

**ESSENTIAL FUNCTIONS**

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

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

Supervises and evaluates assigned personnel

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

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

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

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

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

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

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

### **MENTAL TASKS**

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

### **PHYSICAL TASKS**

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

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

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

### **WORKING CONDITIONS**

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

### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M:Comp and Class/ JOB 92243

New: 7/06

Revised 5/13, 3/14

USP Reviewed 5/13

Updated per FLSA 12/1/2016

\*\*Position meets Administrative duties Exemption test.

Position stays exempt

**CODE: 92243**  
**UNIT: Exempt**  
**Coord (EXC)**  
**GRADE: 002**  
**FLSA: Exempt**

**CLASSIFICATION TITLE**

PROGRAM COORDINATOR - INCLUSIVITY

**REPORTS TO**

Senior Director of Equity and Diversity, and Inclusiveness (EDI)

**SUMMARY**

Coordinates the activities and functions of Title IX and diversity- and equity-related inclusiveness programs. Analyzes, evaluates, and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.

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

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

**MINIMUM REQUIREMENTS**

Bachelor's Degree.

AND

Four years of experience administering or coordinating programs.

OR

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

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

One (1) year of supervisory experience.

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

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

Experience applying for and managing grants/collaborative funding programs.

Experience supporting underrepresented populations.

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 Title IX and of diversity- and equity-related inclusiveness programs with interrelated activities, or with other programs or departments or schools.

Knowledge of local, state, and federal law(s) pertaining to Title VII, Title IX, and ADA requirements.

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

Provide guidance on building and maintaining meaningful collaboration and relationships with local organizations that support underrepresented youth and youth in crisis along with various school district departments.

Provide guidance on creating and sustaining social-emotional programming to address underrepresented student populations.

Develops targeted strategies to create a more inclusive and supportive environment for the success of underrepresented student populations.

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.

### **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.

**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

# TUCSON UNIFIED

SCHOOL DISTRICT

## RESTORATIVE PRACTICES FACILITATOR

**UNIT:** CWA Supervisory/Professional

**FLSA:** Non-Exempt

### **REPORTS TO**

MTSS Coordinator

### **SUMMARY**

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

### **MINIMUM REQUIREMENTS**

Bachelor's Degree in Social Work or related field

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

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

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Experience working with diverse populations.

Master's degree in Social Work or related field

Restorative Practices Training.

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

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

Bloodborne Pathogen training offered by TUSD Risk Management Department.

### **ESSENTIAL FUNCTIONS**

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

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

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

Serves as the school/site's discipline team facilitator

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

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

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

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

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

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

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

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

Assists students to resolve and prevent conflicts.

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

Facilitates Restorative Circles for behavioral and academic success.

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

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

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

Perform other duties as assigned.

#### **MENTAL TASKS**

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

#### **PHYSICAL TASKS**

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

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

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

#### **WORKING CONDITIONS**

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

#### **CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

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

**CLASSIFICATION**

**Response to Intervention Specialist (RTI) – African American Student Services**

**SUMMARY**

Responsible for push-in and pull out services in planning academic support and/or adaptation of academic support using the Response to Intervention (RTI) model to facilitate academic growth of students. Implement specific strategies designed to promote the academic and social growth in all identified intervention students. Monitor and document the effectiveness of specific RTI strategies and interventions in order to enhance support.

**MINIMUM REQUIREMENTS**

- Bachelor's Degree
- Valid Arizona teaching certificate
- Arizona IVP fingerprint clearance card
- Two years of experience working with diverse students in an education setting and/or related field
- Computer skills, to including use of Microsoft Office Suite products
- Ability to develop and maintain cooperative relationships with student, parents and staff
- 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**

- Three years teaching experience

**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.**

- Assist schools in the coordination, collaboration and implementation of RTI literacy and math programs for student learning.
- Collaborate with department and site staff to develop RTI plans to benefit students academically and socially.
- Maintain and monitor students' achievement data, and academic progress, associated with RTI by providing regular updates to the Director of AASSD and Principal or designee.
- Provide academic intervention opportunities to students and ensure fidelity of core academic support.
- Seventy (70) percent of contract time to be spent providing direct academic support to students in coordination with the school's implementation of RTI and the Multi-Tiered System of Supports (MTSS) model.
- Work with teachers to create a plan of targeted interventions in targeted schools.
- Assist in the development of RTI enrichment experience for students supported.
- Monitor discipline of students supported and advocate on behalf of the students.
- Reinforce best instructional practices through interventions and supports.
- Participate in department and school professional development (PD); including PD focused on academic intervention strategies.
- Make home visits as needed and/or requested.

**MENTAL TASKS**

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

**PHYSICAL TASKS**

Work involves the performance of duties where considerable physical exertion is required as a normal part of the job. Assistance is normally available to perform unusually physically demanding tasks. Work may involve lifting and carrying objects weighing as much as 75 pounds up to 50 yards as a regular part of the job.

Climbing, stooping, bending, reaching, walking and sitting for extended periods may be required as a normal part of the job. Employees must not have any limitations of motion, and vision and hearing should be rated as acceptable to obtain the required driver's license. Verbal communicative ability may be required of public contact positions.

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

Uses office/instructional equipment such as computer, printers, copiers, and telephones.

**WORKING CONDITIONS**

Indoors, classroom environment. Contact with volatile students, parents, public, and employees. Outdoors. Campus environment, exposure to noise and extreme temperature/climate changes.

**CONTROL, SUPERVISION**

Monitor and intervene regarding student behavior.

M: JOBS44352  
New 07/18  
Revised 5/19  
Updated 06/2021

**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

# TUCSON UNIFIED

## SCHOOL DISTRICT

### TEACHER ASSISTANT

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

**FLSA:** Non-Exempt

#### **SUMMARY**

Assists teachers in performing their classroom teaching responsibilities.

#### **MINIMUM REQUIREMENTS**

Speak, read, and write in English.

One (1) year of experience working with youth.

High School Diploma or G.E.D.

**AND**

Associate's (or higher) degree

**OR**

60 Semester-Hour credits from an accredited institution

**OR**

AZ Dept. of Education-approved Academic Assessment Test

Any equivalent combination of experience, training or education.

#### **PREFERRED QUALIFICATIONS**

Related training or education

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

FBI fingerprint background check.

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

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

Bloodborne Pathogen training offered by TUSD Risk Management Department.

#### **ESSENTIAL FUNCTIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

Perform other duties as assigned.

### **MARGINAL FUNCTIONS**

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

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

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

Arrange student learning centers for children in appropriate grade areas.

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

### **MENTAL TASKS**

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

### **PHYSICAL TASKS**

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

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

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

### **WORKING CONDITIONS**

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

### **CONTROL, SUPERVISION**

Monitor students indoors and outdoors.

# TUCSON UNIFIED

SCHOOL DISTRICT

## TEACHER ASSISTANT - BILINGUAL

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

**FLSA:** Non-Exempt

### **SUMMARY**

Assists teachers in performing various classroom teaching tasks and responsibilities.

### **MINIMUM REQUIREMENTS**

Speak, read, and write in English.

One (1) year of experience working with youth

TUSD Bilingual (English/Spanish) Exam

High School Diploma or G.E.D

**AND**

Associate's (or higher) degree

**OR**

60 Semester-Hour credits from an accredited institution

**OR**

AZ Dept. of Education-approved Academic Assessment Test

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Related training or experience

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

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

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

Bloodborne Pathogen training offered by TUSD Risk Management Department.

### **ESSENTIAL FUNCTIONS**

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

Assist individual students and groups of students in performing their assignments in accordance with teacher guidelines. Review and explain lessons to students. Assist students in the use of the English language.

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

Assist teacher in arranging students into cooperative reading groups. Coordinate a group discussion of a story and encourages all students to participate. Reinforce the development of comprehension, vocabulary, and pronunciation skills.

Assist teacher in developing lesson plans for students.

Implement instructional games in areas such as spelling or math, to reinforce lessons.

Prepare supplies and materials needed for lessons.

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

Order instructional supplies and materials and maintain the classroom inventory.

Maintain student files.

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

Perform other duties as assigned.

### **MARGINAL FUNCTIONS**

Arrange field trips for students. Contact parents to participate and arrange for transportation. Collects money and records amount received.

Perform clerical functions such as typing, filing, laminating, and copying and utilizing computer.

Compile an honor roll report and assists in the preparation of report cards for distribution.

Assist teacher in the administration of tests. Translate tests.

Arrange and participate in teacher / parent / staff conferences to review students' progress.

Assist students with special projects such as cooking and sewing.

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

Prepare bulletin boards of current events and prepare displays of student's works and achievements.

Decorate classroom with appropriate themes during the school year.

Take attendance.

Prepare the hot lunch count of students, record amount of money received for lunch. Inform Food Service personnel of number of students ordering hot lunch.

Monitor student behavior in class.

Assist 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 participate in instructional workshops and in-services to improve methods of instruction and performance in the classroom.

### **MENTAL TASKS**

Communicate. Comprehend. Read. Evaluate 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, computer.

**WORKING CONDITIONS**

Indoors. Classroom, library, lunchroom environment. Outdoors. Playground. Exposure to noise. Contact with students' parents and staff.

**CONTROL, SUPERVISION**

None.

M:Comp and Class  
New: 11/94  
Rev: 3/22