

VII.E.1.a Explanation of Responsibilities  
 SY2022-23

DAC	Name	Position Type	Previous Job Title	Others considered for the Position	Credentials	Explanation of Responsibilities	Job Description
African American Student Services 5060	Longmire, Rosalind Lynette	Student Success Coach	New to TUSD.	Competitive recruitment process. All documents located in HR.	BS - Grand Canyon University 5.22.22	The Student Success Coach will implement culturally responsive practices and utilize evidenced-based accountability systems (EBAS) to promote positive and successful learning experiences.	✓
Mexican American Student Services 5044	Madrid, Monica	Program Specialist	New to TUSD.	Competitive recruitment process. All documents located in HR.	B of Education - U of Arizona	Program Specialist analyze data, evaluate program success and ensure that the goals and objectives for the department are met.	✓
Language Acquisition 5028	Attiyah, Lama Subhi	Translator - Interp	New to TUSD.	Competitive recruitment process. All documents located in HR.	BA - University of Arizona 1.1991	Translates verbal or written communications from English to another language or from another language to English.	✓
Mexican American Student Services 5044	Cuen, Jessica	Program Specialist	Return to work.	Competitive recruitment process. All documents located in HR.	BA - University of Arizona	Program Specialist analyze data, evaluate program success and ensure that the goals and objectives for the department are met.	✓

**CLASSIFICATION TITLE**

Mexican American Student Services Department Program Specialist

**SUMMARY**

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

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

**MINIMUM REQUIREMENTS**

Bachelor's degree in Education, Social Services, Counseling, Mexican 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.

Bilingual (English/Spanish) proficiency

Arizona IVP Fingerprint Clearance Card

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

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

**PREFERRED/ PROGRAMMATIC QUALIFICATIONS**

Masters in Education, Social Services, Counseling, Mexican American Studies or a related field

Appropriate 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.

**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 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 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

New: 3/2018

Revised: 5/19

Revised: 11/20

# TUCSON UNIFIED SCHOOL DISTRICT

## **STUDENT SUCCESS COACH**

**UNIT:** TEA White Collar/Food Service  
**FLSA:** Non-Exempt

### **SUMMARY**

Serves as an advocate for an assigned group of students to support them toward academic success and grade promotion/graduation. The Student Success Coach will implement culturally responsive practices and utilize evidenced-based accountability systems (EBAS) to promote positive and successful learning experiences. Coaches will focus on the assets students bring to school to assist with goal setting, follow-up, and goal attainment.

### **MINIMUM REQUIREMENTS**

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

Two (2) 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, Synergy and Clarity.

Ability to develop and maintain cooperative relationships with students, parents, and staff.

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

Arizona IVP Fingerprint Clearance Card

Any equivalent combination of experience, training or education.

### **PREFERRED QUALIFICATIONS**

Arizona Teacher Certificate.

Three (3) years experience working with African American students.

Background in education advising.

### **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

Bloodborne Pathogen training offered by TUSD Risk Management Department.

### **ESSENTIAL FUNCTIONS**

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

Work collaboratively with identified school staff to develop processes, structures, and tools to maximize student success.

Serve as an advocate and regularly communicate with school leaders and site teams to support students.

Work collaboratively with the MTSS coordinator and counselor to implement evidence-based accountability systems (EBAS) use to advocate on behalf of students.

Work closely with the multi-tiered system of supports (MTSS) coordinator at assigned schools. Connect students to school and community-based tutoring supports.

Participate in department and school professional development (PD); including PD focused on success coaching.

Work collaboratively with Family and Community Outreach, and site staff to foster family communication and home/school connections via telephonic contact, email messages and home visits as need.

Work closely with the MTSS coordinator and counselor to create a personalized success plan for each student.

Work closely with the Family and Community Outreach to communicate effectively with African American parents about District educational resources.

Provide parent and student advocacy.

Serve as an advocate and resource at designated sites for multi-tiered system of support (MTSS), restorative practices (RP) and, positive behavior intervention and supports (PBIS).

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 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:Comp and Class  
New: 3/19  
Rev: 4/22

**CLASSIFICATION TITLE**

TRANSLATOR / INTERPRETER

**SUMMARY**

Translates verbal or written communications from English to another language or from another language to English.

**MINIMUM REQUIREMENTS**

Three years experience in an Interpreter/Translator capacity.

Must be able to demonstrate expertise and competency in interpreting and translating.

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.

The Bilingual Proficiency exam must be taken and passed on or before the deadline of the posting.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

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.

**ESSENTIAL FUNCTIONS**

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

Prioritizes requests from district staff to translate English to another language, or from another language to English.

Prepares translated material for use by district staff, such as documents, policy memoranda, booklets, letters, news articles or verbal communication transcriptions.

Maintain official copies of translated documents.

Provide verbal interpreting services at meetings, hearings, conferences, and other forums.

Complies with the mandates of the Meaningful Access Program by providing interpreting and translating services to persons with a limited English proficiency.

Arranges for the translation of documents in other languages, e.g. Laotian or Farsi.

Initiates and creates Public Service Announcements (PSA), as required, to inform different language-speaking communities of district events or policies. Arranges for the taping and airing of PSA's or interview segments. Determines editing requirements of taping. Edits and arranges for copying of tape.

Advises district staff on proper language grammar usage.

Reviews and recommends revisions to books written in different languages.

**MARGINAL FUNCTIONS**

May prepare materials for radio or television show. Determines topic, creates script, and presents information regarding district events or policies.

**MENTAL TASKS**

Communicates. Translates. Performs functions from written and oral instructions. 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 and instructional equipment such as telephone, computers, copiers, projectors and recording devices.

**WORKING CONDITIONS**

Indoors. Office environment. Contact with employees, staff and the public.

**CONTROL, SUPERVISION**

May monitor clerical and/or translation support staff.

M: JOB 61521

Review: 9/92

Revised 5/99, 12/02, 6/04, 8/09, 2/14, 5/19, 10/2021