

Department	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities	Job Description
Fine Arts 5047	Chacon, Melanie Michelle	Administrative Assistant	ESI - Administrative Assistant	Competative recruitment process. All documents located in HR.	4+ years Business/Office Experience	Acts on administrative decisions and provides confidential secretarial or office support.	√
Hollinger K-8 School 1233	Lopez, Nellie G	Administrative Assistant	ESI - Administrative Assistant	Competative recruitment process. All documents located in HR.	4+ years Business/Office Experience	Acts on administrative decisions and provides confidential secretarial or office support.	√
Alternative to Suspension 5031	Duran Iniguez, Genesis Gabriela	Administrative Secretary	New to TUSD	Competative recruitment process. All documents located in HR.	University of Arizona - Credits earned	Provides secretarial support to a site or department administrator.	√
Curriculum Development 5040	Avenente, Elias	Behavior Intervention Monitor	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelors of Arts	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	Brena, Diana Lynn	Coordinator	ESI - Coordinator	Competative recruitment process. All documents located in HR.	Bachelor of Arts Education Masters of Education Language Reading	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.	√
Roberts/Naylor K-8 School 1525	Peralta, Lauren Lynn Bernstein	Coordinator-CollCareerReadiness	New to TUSD	Competative recruitment process. All documents located in HR.	Masters of Arts	practices, intentional student equal academic access, student advocacy and college and career readiness, provides activities and services to meet the needs of the students	√
Curriculum Development 5040	Osiago, Susan Mutio	Director - Asian Pacific American Refugee Student Services	Director - Multicultural Dev	Competative recruitment process. All documents located in HR.	Masters of Science - Family and Consum	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.	√
GATE 5064	Gutierrez, Magdalena Gonzalez	Instructional Specialist	Library Assistant	Competative recruitment process. All documents located in HR.	Para pro 4.4.19 HS Diploma	Instruct students in class subjects related to TUSD curriculum.	√
Alice Vail Middle School 1555	Ferino, Tracy L	Multi-Tiered System of Support Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Master of Education - Educational leaders	Facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	√
GATE 5064	Gomez, Araceli A	Multi-Tiered System of Support Facilitator	ESI - MTSS	Competative recruitment process. All documents located in HR.	Bachelor of Science Master of Arts	Facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	√
GATE 5064	Holderman, Melissa H	Multi-Tiered System of Support Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelors of Arts General Education	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	Ortiz, Sergio Alexandro	Multi-Tiered System of Support Facilitator	Teacher	Competative recruitment process. All documents located in HR.	Bachelor or Arts - Interdisciplinary Studies Master of Education Administration	Facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	√
Student Relations 5021	Willis, Phorrest Jacob	Multi-Tiered System of Support Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Science Master of Education	Facilitate school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data.	√

CRPI Culturally Responsive Pedagogy and Inst 5045	Benson, Haley Deanne	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelors of Arts	Analyzes data, evaluates program success, and ensures that the goals and objectives for the project are met. The Program Specialist should be considered subject matter experts in their assigned roles and provides consistent data-based reporting as requested	√
Multi Tiered System of Support 5039	Palmore, Daniel	Program Specialist	Behavior Specialist	Competative recruitment process. All documents located in HR.	Bachelor or Arts Sociology	Analyzes data, evaluates program success, and ensures that the goals and objectives for the project are met. The Program Specialist should be considered subject matter experts in their assigned roles and provides consistent data-based reporting as requested	√
Curriculum Development 5040	Rocha-Teran, Abril M	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	Associates of Applied Science Associates of General Education Bachelor of Science	Analyzes data, evaluates program success, and ensures that the goals and objectives for the project are met. The Program Specialist should be considered subject matter experts in their assigned roles and provides consistent data-based reporting as requested	√
Student Relations 5021	Rodriguez, Marbella	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Arts	Analyzes data, evaluates program success, and ensures that the goals and objectives for the project are met. The Program Specialist should be considered subject matter experts in their assigned roles and provides consistent data-based reporting as requested	√
Ochoa Community School 1323	Tatum, Chantal	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelors degree	Analyzes data, evaluates program success, and ensures that the goals and objectives for the project are met. The Program Specialist should be considered subject matter experts in their assigned roles and provides consistent data-based reporting as requested	√
Multi Tiered System of Support 5039	Flores, Raina Perez	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Arts Psychology	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.	√
GATE 5064	Grajeda, Yvette Michelle-Bedoy	Restorative Practice Facilitator	Behavior Specialist	Competative recruitment process. All documents located in HR.	Bachelor of Science Child development	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.	√
Grijalva Elementary School 1231	Alvord, Rachel Scott	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Music Education	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Oyama Elementary School 1327	Anguiano, Brendali	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Science	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√

Sabino High School 2645	Bjotvedt, Connor Mark	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Art English Master of Fine Arts - Writing	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Asian Pacific & Refugee Stud Svc 5046	Conrad, Cinnamon Lee	Teacher	Teacher	Competative recruitment process. All documents located in HR.	Bachelor of Science Agriculture	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Mary Belle McCorkle Academy of Excellence 1523	Gabalton, Salvador Armando	Teacher	RTW - Teacher	Competative recruitment process. All documents located in HR.	Bachelor of Arts	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Davis Bilingual Elementary Magnet School 1191	Leoni, Larissa Ann	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Arts	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Cholla High School 2615	Livingstone, Alton Scott	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Science Wildlife Sciences	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Curriculum Development 5040	Moseley, Christopher Jon	Teacher	Rehired - Teacher	Competative recruitment process. All documents located in HR.	Bachelor of Fine Arts Drama Production Master of Fine Arts Acting	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
White Elementary School 1449	Ojeda Ayala, Yuritzia	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Arts - Spanish Master of Arts Sociology	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Multi Tiered System of Support 5039	Padre, Regie	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Secondary Education Math	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Asian Pacific & Refugee Stud Svc 5046	Purkiss, Stephen L	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Science Masters of Education	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Booth-Fickett Math/Science Magnet School 1510	Quezada, Miriam	Teacher	Substitute	Competative recruitment process. All documents located in HR.	Bachelors of Arts Education	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
African American Student Services 5060	Robb, Cody Andrew	Teacher	Substitute	Competative recruitment process. All documents located in HR.	Bachelors of Arts	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√

Santa Rita High School 2655	Robles, Lance	Teacher	Substitute	Competative recruitment process. All documents located in HR.	Bachelor of Arts	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Sahuaro High School 2650	Thomas, Suzanne C	Teacher	RTW - Teacher	Competative recruitment process. All documents located in HR.	Bachelor of Arts English Master of Education Special Education	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Van Buskirk Elementary School 1431	Walters, Reyna Atlanta	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Arts English Master of Education Teaching	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Alternative to Suspension 5031	Davis, Mary Edna	Teacher GATE Itinerant	RTW - Teacher	Competative recruitment process. All documents located in HR.	Bachelor of Arts Music Education	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Doolen Middle School 1505	Kelly, Susan E	Teacher GATE Itinerant	RTW - Teacher	Competative recruitment process. All documents located in HR.	Bachelor of Arts Master of Arts	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Mexican American Student Services 5044	Root, Melissa Jeanne	Teacher GATE Itinerant	Substitute	Competative recruitment process. All documents located in HR.	Master of Education Elementary Education	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Mexican American Student Services 5044	Barton, Sunshine Leilani	Teacher Reading Recovery	New to TUSD	Competative recruitment process. All documents located in HR.	Master of Art Education	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
GATE 5064	Goodell, Christine Skog	Teacher Reading Recovery	MTSS	Competative recruitment process. All documents located in HR.	Master of Education Elementary Education Juris Doctorate	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Roskruge Bilingual Middle Magnet School (K-8) 1595	Mulcahy, Laurie	Teacher Reading Recovery	ESI-Teacher	Competative recruitment process. All documents located in HR.	Master of Arts English as a Secondary	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
African American Student Services 5060	Leon, Jessie M	Teaching Assistant	ESI - Teacher Assistant	Competative recruitment process. All documents located in HR.	Para Pro 5.13.06	Manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.	√
Roberts/Naylor K-8 School 1525	Maldonado, Claudia	Teaching Assistant	Rehire - Teacher Assistant	Competative recruitment process. All documents located in HR.	Para Pro 3.27.20 HS Diploma Bilingual Assessment		√
Cholla High School 2615	Martinez Rangel, Lizbeth A	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	Bachelor of Arts Spanish Bilingual Assessment		√

Multi Tiered System of Support 5039	Sainz, Santos I Jr	Teaching Assistant	Rehire - Teacher Assistant	Competative recruitment process. All documents located in HR.	Bachelor of Arts Spanish Bilingual Assessment		√
Roskrige Bilingual Middle Magnet School (K-8) 1595	Zepeda Yanez, Emilia I	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	Para Pro 2.23.23 HS Diploma Bilingual Assessment		√

# TUCSON UNIFIED

SCHOOL DISTRICT

## **ADMINISTRATIVE ASSISTANT**

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

### **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.

### **PREFERRED QUALIFICATIONS**

Supervisory experience.

### **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.**

Provides confidential administrative/secretarial support to supervisor and staff and may manage 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, and temporary workers; provides training as appropriate.

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.

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

Perform other duties as assigned.

**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.





# TUCSON UNIFIED

SCHOOL DISTRICT

## **ADMINISTRATIVE SECRETARY**

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

### **SUMMARY**

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

### **MINIMUM REQUIREMENTS**

Three (3) years business office or clerical experience

Excellent customer service skills

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

Ability to work independently

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

Basic Math Skills.

### **PREFERRED QUALIFICATIONS**

Experience with Legal Contracts.

### **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.**

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

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

Sorts, screens and prioritizes mail. Attaches relevant information.

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

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

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

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

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

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

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

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

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

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

Prepares work orders for maintenance services.

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

Recommends final grade to supervisor for COE students.

Takes and/or transcribes dictation.

Handles limited amount of money within established guidelines.

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

Perform other duties as assigned.

#### **MARGINAL FUNCTIONS**

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

Conduct and coordinate presentations as requested.

#### **MENTAL TASKS**

Communicating. Comprehending. Reads.

#### **PHYSICAL TASKS**

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

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

Use of telephones, computers, scanners, printers, and calculators.

#### **WORKING CONDITIONS**

Indoors. Office environment. Contact with public and employees.

#### **CONTROL, SUPERVISION**

May monitor employees and student aides.

M:Comp and Class  
New: 6/14  
Rev: 3/22

# TUCSON UNIFIED SCHOOL DISTRICT

## **BEHAVIOR INTERVENTION MONITOR**

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

**FLSA:** Non-Exempt

### **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.

### **PREFERRED QUALIFICATIONS**

Experience with Mojave software.

Experience as a Teacher's Aide.

### **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.**

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.

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

Perform other duties as assigned.

**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:Comp and Class  
New: 5/08  
Rev: 3/22

# TUCSON UNIFIED SCHOOL DISTRICT

## **CERTIFIED TEACHER**

**UNIT:** TEA Consensus

**FLSA:** Exempt

### **SUMMARY**

Effectively manage the learning environment to prepare lesson plans, instruct students, 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 certified purposes.

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

### **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.**

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 implements 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.

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

Perform other duties as assigned.

**MENTAL TASKS**

Order classroom supplies and instructional 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 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, dust, gas, and fumes.

**CONTROL, SUPERVISION**

Supervises assigned classroom staff.

M:Comp and Class  
New: 10/92  
Rev: 8/02

# TUCSON UNIFIED SCHOOL DISTRICT

## **DIRECTOR - ASIAN PACIFIC AMERICAN & REFUGEE STUDENT SERVICES**

**UNIT:** Non-Bargaining  
**FLSA:** Exempt

### **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**

Master's 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.

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

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

### **PREFERRED QUALIFICATIONS**

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

Arizona Administrator Certificate, or eligibility to obtain such certification

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

Experience in community organization, social advocacy, or diversity and inclusion.

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.

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

Perform other duties as assigned.

#### **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:Comp and Class  
New: 3/04  
Rev: 3/22



# TUCSON UNIFIED SCHOOL DISTRICT

## **INSTRUCTIONAL SPECIALIST – GENERAL SUBJECTS**

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

### **SUMMARY**

Instruct students in class subjects related to TUSD curriculum.

### **MINIMUM REQUIREMENTS**

High School Diploma or G.E.D.

### **AND**

Completion of an AZ Department of Education-approved Academic Assessment Test OR 60 Semester-Hour credits at an institute of higher learning (Copy of diploma, transcripts or test results must be submitted at time of hire).

Two (2) years of experience with youth in a school classroom setting.

### **OR**

Associate's (or higher) degree

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 teacher aide

Experience in identified content area (Site must provide subject(s) before advertisement).

### **ADDITIONAL REQUIREMENTS AFTER HIRE**

FBI fingerprint background check.

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

Employees assigned to certain sites that are working towards or hold NAEYC (National Association for the Education of Young Children) accreditation, are required to have or be pursuing ECE (Early Childhood Education) certification; ECE Certification is required within two years 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 regular and Special Education students in subject(s) for instructional programs.

Implements lesson plans for students to include tasks and projects in a variety of subjects.

Corrects tests and book reports for content, grammar, spelling and sentence structure. Administers tests.

Plans and conducts informational lectures in subject areas.

Assists teacher with classroom instruction and in the preparation of tests for students. Distributes workbooks and recommends homework assignments to teacher.

Demonstrates the use and safety of hand and power equipment and materials.

Assists students in the preparation of school projects.

Prepares materials and substances for class projects.

Maintains the inventory of equipment and tools. Orders materials for projects as approved by principal.

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 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**

Department must provide the equipment, tools, aids, materials required.

**WORKING CONDITIONS**

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

**CONTROL, SUPERVISION**

None.

M:Comp and Class  
New: 9/99  
Rev: 3/22. 8/24

# TUCSON UNIFIED

SCHOOL DISTRICT

**CODE: 92268**  
**Unit: EXC**  
**Grade: 1**  
**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.

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***

### **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:Comp and Class/JOB35310

New: 4/10

Revised: 5/19

Updated for FLSA 12/1/2016

\* Position meets FLSA Administrative & Professional Duties exemption test.  
Position stays exempt.

# TUCSON UNIFIED SCHOOL DISTRICT

## **MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FACILITATOR**

**UNIT:** Non-Bargaining

**FLSA:** Exempt

### **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 REQUIREMENTS**

Bachelor's Degree

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.

Arizona IVP Fingerprint Clearance Card.

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

### **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.

### **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.**

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 onsite 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.

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

Perform other duties as assigned.

### **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 for public contact positions.

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

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

### **WORKING CONDITIONS**

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

### **CONTROL, SUPERVISION**

No formal authority for control or supervision.

# TUCSON UNIFIED SCHOOL DISTRICT

## **PROGRAM COORDINATOR**

**UNIT:** Non-Bargaining

**FLSA:** Exempt

### **SUMMARY**

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

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

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

### **MINIMUM REQUIREMENTS**

Bachelor's Degree AND

Two years of experience administering or coordinating programs.

OR

Associate's Degree AND

Four years of experience administering or coordinating programs.

OR

Six years of progressive experience administering or coordinating programs.

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

One year of supervisory experience.

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

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

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

### **PREFERRED QUALIFICATIONS**

Master's Degree.

### **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.**

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.

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

**CONTROL, SUPERVISION**

May coordinate, monitor or supervise the activities of subordinates.

M:Comp and Class  
New: 7/06  
Rev: 5/13, 8/24



# TUCSON UNIFIED

SCHOOL DISTRICT

## PROGRAM SPECIALIST

UNIT: WCL

FLSA: Non-Exempt

### SUMMARY

The Program Specialist provides both direct and indirect support services district-wide. The Program Specialist analyzes data, evaluates program success, and ensures that the goals and objectives for the project are met. The Program Specialist should be considered subject matter experts in their assigned roles and provides consistent data-based reporting as requested.

### MINIMUM REQUIREMENTS

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

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

Dari, Pashto and/or Farsi proficiency.

Experience and knowledge working with Tucson Afghani students and families.

Two (2) years' experience in providing direct services and program oversight for a program or project involving school age children.

Arizona IVP Fingerprint Clearance Card

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

### PREFERRED QUALIFICATIONS

Experience working in a K-12 school district.

### 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 program(s) and related activities for students and families related to special project. Monitors and reviews program as necessary, recommends and implements changes as needed.

Develops and implements comprehensive actions plans to achieve desired outcomes; 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.

**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: 02/2024

**RESTORATIVE PRACTICE FACILITATOR**

**UNIT:** CWA Supervisory/Professional  
**FLSA:** Non-Exempt

**REPORTS TO**  
MTSS Coordinator

**SUMMARY**

The Restorative Practice 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

# 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

### **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.