

Department	Name	Position Type	Previous Job Title	Others Considered for the Position	Credentials	Explanation of Responsibilities
Fine Arts 5047	Allison, Austin Thomas	Administrative Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	BA - U of Arizona	Acts on administrative decisions and provides confidential secretarial or office support. May have additional functions specific to area of assignment.
Catalina High School 2610	Gishi, Sean Charles	Coordinator-CollCareerReadines	New to TUSD	Competative recruitment process. All documents located in HR.	MA - Northern AZ University	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
Multi Tiered System of Supp	Arellano, Jennifer Nicole	Multi-Tiered System of Support Fa	New to TUSD	Competative recruitment process. All documents located in HR.	BA - U of Arizona M of Ed - Northern AZ University	Promote and facilitate the MTSS process for supporting all students in the areas of academic, social, emotional, and behavioral needs. Evaluate student data to improve identified areas of need, make data-informed and evidence-based suggestions and solutions, and provide professional development.
African American Student S	Opoku-Appoh, Frank	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	BS - Western Governors Univ MBA - Western Governors Univ	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.
Mexican American Student	Rodriguez, Marbella	Program Specialist	New to TUSD	Competative recruitment process. All documents located in HR.	BA - U of Arizona	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.
African American Student S	Thomas, Jabril Ingamar	Program Specialist	Behavior Intervention Specialist	Competative recruitment process. All documents located in HR.	BA - U of Arizona	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.

Student Relations 5021	Díaz Ruiz, Karina Naomi	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	BA - U of Arizona	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.
Student Relations 5021	Lopez, Samuel Gadiel	Restorative Practice Facilitator	New to TUSD	Competative recruitment process. All documents located in HR.	BS - U of Arizona	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 S	Harry, Misty Day	RTI Specialist	Teacher	Competative recruitment process. All documents located in HR.	BS - U of Phoenix	Contributes to the academic success of targeted students. Works extensively to help improve reading and math skills. Conducts assessments to identify students eligible for intervention services. Diagnoses and progresses the monitoring of strengths and weaknesses. Matches skills with evidence-based instructional strategies, techniques, and resources.
Holladay Magnet Elementary	Barker, Sarah Louise	Teacher	Magnet Site Coordinator	Competative recruitment process. All documents located in HR.	BA - U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Palo Verde High Magnet Sch	Hecht, Jonathan	Teacher	Substitute	Competative recruitment process. All documents located in HR.	M of Ed - U of Oregon	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Ford Elementary School 121	Leon, Mercedes	Teacher	Substitute	Competative recruitment process. All documents located in HR.	BA - U of Arizona MA - Northern Az University	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.

Robins K-8 School 1351	Littlefield, Amy Nicole	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BS - U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
C.E. Rose K-8 School 1371	Lopez Garcia, Jasmine Anitza	Teacher	Substitute	Competative recruitment process. All documents located in HR.	BS - U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Blenman Elementary School	Love, Denise Rivera	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA - U of New Mexico	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Grijalva Elementary School	Minjares Leon, Jose Pedro	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA - Universidad de Sonora	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Dietz K-8 School 1197	Schindler, Colin J	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BS - North Dakota State Univ M of Ed - Arizona State Univ	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Teenage Parent High School	Thomas, Vanessa Marie	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BS - Northern AZ University	Effectively 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 2651	Williamson, Kevin Neil	Teacher	New to TUSD	Competative recruitment process. All documents located in HR.	BA - U of New Mexico	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.
Curriculum Development 51	Gee, Jordan Nicole	Teacher Reading Recovery	Substitute	Competative recruitment process. All documents located in HR.	BA - U of Arizona	Effectively manage the learning environment to prepare lesson plans, instruct students, evaluate and monitor students' performance in order to advance student achievement.

Davis Bilingual Elementary	Toyos-Martinez, Yomira Alejandra	Teaching Assistant	New to TUSD	Competative recruitment process. All documents located in HR.	Parapro - 9.25.24	Assists teachers in performing their classroom teaching responsibilities.
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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.

UNIT: TEA
FLSA: Exempt

CLASSIFICATION

CERTIFIED TEACHER – Response to Intervention

SUMMARY

An RTI teacher contributes to the academic success of targeted students. Works extensively to help improve reading and math skills. Conducts assessments to identify students eligible for intervention services. Diagnoses and progresses the monitoring of strengths and weaknesses. Matches skills with evidence-based instructional strategies, techniques, and resources. Teaches small groups of striving readers and mathematicians. Models evidence-based instructional strategies and collaborates frequently with classroom teachers. Serves as an integral part of a problem-solving team at the building level.

MINIMUM REQUIREMENTS

Appropriate Arizona Teaching Certificate
Arizona IVP Fingerprint Clearance Card

ADDITIONAL REQUIREMENTS AFTER HIRE

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

ESSENTIAL FUNCTIONS

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

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.

Other duties as assigned.

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, fieldtrips, lunchroom, library, school buses and other areas.

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

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 promote and facilitate the MTSS process for supporting all students in the areas of academic, social, emotional, and behavioral needs. Evaluate student data to improve identified areas of need, make data-informed and evidence-based suggestions and solutions, and provide professional development. Assist with Professional Learning Communities to analyze data, identify solutions and resources. Facilitate Tier 2 and 3 support, as well as act as a case manager. Work in collaboration with all stakeholders to further the equity 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

Arizona IVP Fingerprint Clearance Card

Five years experience in either teaching, counseling, or providing behavioral interventions with diverse student populations within a K-12 district or school system

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

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

PREFERRED QUALIFICATIONS

Valid Arizona Teaching Certificate

Experience facilitating professional development

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

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 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.

M:Comp and Class
New: 2/16
Rev: 2/16, 12/16, 8/24, 10/24, 12/24

TUCSON UNIFIED

SCHOOL DISTRICT

PROGRAM SPECIALIST – APARSS SPECIAL PROJECT

UNIT: WCL

FLSA: Non-Exempt

SUMMARY

The APARSS Program Specialist reports to the Director of the APARSS department and 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

TUCSON UNIFIED

SCHOOL DISTRICT

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

STUDENT SUCCESS SPECIALIST

UNIT: TEA White Collar/Food Service

FLSA: Non-Exempt

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

Arizona IVP Fingerprint Clearance Card

Verbal & written communication skills in English and 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

REFERRED QUALIFICATIONS:

Extensive contacts with local refugee communities and refugee service providers, and experience.

Verbal and written proficiency in at least one other language spoken within the local refugee community, including Kirundi/Kinyarwanda, Swahili, or French.

Demonstrated familiarity with secondary education academic standards and requirements.

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.

Bloodborne Pathogen training offered by TUSD Risk Management Department.

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.

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

Perform other duties as assigned.

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

New: 6/14

Rev: 05/25

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.