

PUEBLO SCHOOL DISTRICT 60
PROFESSIONAL JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title:	Student Engagement Coordinator – Grant Funded
Prepared Date:	10/22/2018
Revised Date:	9/15/2023
Work Year:	220 days
Department:	Teaching and Learning
Reports To:	Executive Director of Secondary Education and CTE
Salary Range:	APT Salary Schedule
Benefits:	Fringe Benefits based on Schedule C Benefits
Status:	FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

This is a grant funded position with funding through grant funding. There is no guarantee of continued employment.

The Student Engagement Coordinator is an integral part of a comprehensive program of monitoring and support of students (grades 6-8, 9-12) identified through analysis of risk factors in achieving the goal of graduating from high school. The Student Engagement Coordinator will be responsible for working directly with identified students. In addition, coordinator will work cooperatively with the principals of the schools and the central office to identify supports for these students. Such services might include after school tutoring for students at academic risk, facilitation of mentoring relationships in the workforce, referral to support services in the community if necessary, sustained meetings with students and families to keep the whole family engaged in the support of the student's graduation goal, etc.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. The physical demands, work environment factors, and mental functions described

below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REQUIRED:

- Bachelor's degree in social work, psychology, counseling, education, or similar field
- Minimum of one (1) year of experience in Education, Counseling, K-12, secondary student advocacy, or work with at risk youth
- Valid Colorado Driver's License
- Reliable Transportation
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Experience working with at-risk students and families
- Leadership role in supporting and monitoring at-risk students
- Bilingual in Spanish

SKILLS AND KNOWLEDGE:

- Knowledge of cultures, and various communication and learning styles, available community resources to which students and families may be referred
- Demonstrated skills in communication, assessment, evaluation, plan implementation and record maintenance
- Ability to relate to and work successfully with at-risk students, parents, school staff, and community
- Ability to work independently and as a collaborative team member

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Assist school administrators and counselors to progress monitor student credit completion on pathway to graduation and identify needed academic or other intervention needs
- Work with administration teams to build and create proactive systems to successfully engage students and build intervention systems that assure on time completion of middle school programming/transition to high school/ high school graduation for all students
- Conduct outreach activities designed to increase parental awareness and to assist students in seeing the importance and relevance of their education such as parent orientations, home visits, and coordination with the business community in arranging mentorships and

apprenticeships

- Provide outreach and follow-up support to students and families through a variety of communication means to include in-person, telephonic, electronic, and home visits
- Act as mentor to specified at-risk students by connecting with students and establishing a rapport that allows for open communication
- Maintain and facilitate coordinated communication between the building principal, teachers and other resource staff on engagement/intervention methods and results
- Collaborate with school counselors and advisors in assisting identified students in the development of individual career and academic plans (ICAP). Identify coursework to include the best program to support their college and career readiness goals
- Connect with school counselors each spring to identify and support the transition of incoming and outgoing students in need of support
- Create and maintain confidential program records and organizational systems. Track student risk factors associated with early warning signs of student disengagement to include attendance and truancy data, discipline data, and academic achievement data
- Compile data for tracking and evaluation purposes
- Identify and monitor students who have dropped out or disengaged and encourage them to re-engage in school and their school community
- Collaborate with feeder middle school(s) to utilize the components of a profile of characteristics of potential dropouts to identify middle school students with the high probability of not graduating
- Monitor progress of students scoring significantly below proficiency levels; Conduct an analysis that focuses on data for individual students and subgroups such as:
 - State Standardized Tests
 - National Standardized Tests: PSAT, CMAS, NWEA, IXL, SAT and ACT
- Conduct quarterly vertical team meetings among elementary, middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rate
- Work with a team including building leadership and teachers to develop a strong transition from elementary to middle school as well as middle school to high school
- Develop and build student rapport to focus on student self-advocacy and empowerment of personal and educational goals

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Executive Director of Secondary Education and CTE

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to

exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In a 9-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 6 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (6 – 9 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)		X			
Crawling	X				
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 50 lbs.			X		
Lifting/Carrying Maximum weight: 50 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions; at times works in classrooms and hallways surrounded by students and staff of various ages and abilities; Daily work schedules will vary depending on student and school needs.