

PUEBLO SCHOOL DISTRICT 60
ADMINISTRATIVE 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: Director of Student Success and Equity
Prepared Date: 05/13/2021
Revised Date: 9/1/2021
Work Year: 220 days
Department: Student Support Services
Reports To: Executive Director of Student Support Services
Salary Range: APT Salary Schedule
Benefits: Fringe Benefits based on Schedule C Benefits
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The Director of Student Success and Equity supports the Executive Director of Student Support Services in directing the planning, organization, development, and monitoring of programs and projects pertaining to student services and interventions (behavioral, social, and emotional) to ensure compliance with state and federal student services law. Programs include but are not limited to: counseling, crisis management, child welfare, social and emotional learning (SEL), and Equity training and practices across the District. This position will provide information and professional development at the District and school levels. The Director will plan, direct, coordinate, assist, and is the internal consultant to the executive leadership team, department leaders, and principals regarding equity and diversity matters concerning staff, students, and families. This position is responsible for establishing partnerships with public and private stakeholders and will assist in furthering the diversity goals of the district.

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:

- Colorado Principal License within 60 days from date of hire
- Master's Degree
- Three (3) years of successful school level administrative experience
- Five (5) years of successful classroom teaching experience
- Valid Colorado Driver License
- Such alternative to the above qualifications as the Board and Superintendent may find appropriate and acceptable
- 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:

- School principal experience
- District level leadership experience in related area
- Experience in MTSS and/or Student Support Services
- Spanish speaking skills

KNOWLEDGE AND SKILLS:

- Strong knowledge of relationship between assessments, curriculum, pedagogy, and standards
- Ability to plan, organize, and direct a comprehensive support services program aimed at preparing every student for success
- Ability to support the Executive Director of Student Support in performance of duties
- Ability to lead improvement efforts in the areas of student success and equity by motivating and mentoring building-level administrators and facilitating systemic change strategies, with an emphasis on progressive educational practices
- Ability to work collaboratively with the Executive Directors regarding school leadership and effective schools
- Experience in supervision of and contribution to the performance evaluation of school leaders
- Knowledge of management, accounting, interpersonal relations, program evaluation, leadership development, budget management, school or district improvement, and use technology
- Skilled in consensus building and conflict resolution
- Skilled in managing people and projects, providing leadership and direction towards a common objective
- Ability to respond quickly to changing conditions
- Ability to think strategically and develop both short and long-term plans to meet an objective

- Ability to collect and interpret complex information to analyze a problem, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals
- Ability to establish and maintain effective working relationships with school communities, staff, board members, committee members, public officials, and the general public
- Experience in preparing and presenting high quality, research based professional development
- Strong interpersonal skills demonstrated through the respect of peers and ability to build trusting, collaborative relationships
- Demonstrate initiative working independently and with groups
- Demonstrate leadership, initiative, and student advocacy
- Demonstrate knowledge of proven best practices in education, especially in relation to assigned school populations
- Knowledge of national, state, and District educational trends and goals

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.

- Provide leadership in developing comprehensive program plans and ensure the implementation and evaluation of (MTSS) systems across the District.
- Work with District staff to identify actions the District and schools can take to support parents, families, and communities to ensure that all students are ready and able to reach their full educational potential. Provide coordination, consultation, and assistance to the executive leadership team on equity and diversity matters related to staff, students, and families.
- Facilitate the District's efforts to assure educational equity and academic success for all students. Supports parents and families in understanding their educational options and provide comprehensive information, resources, and support to assist them in making informed choices for their children.
- Increase District staff awareness of racial and equity issues through positive coaching and training. Work collaboratively with building administrators in implementing site-based approaches to improving community access and involvement. Work collaboratively with policy-makers to add to the District's diversity and multicultural efforts aimed at improving the climate of the workplace and learning environment.
- Identify staff diversity training and coordinates/conducts training where appropriate.
- Work with District staff and schools to develop systems capacity to assist parents and families challenged by language and cultural barriers that can affect communication and understanding between schools, students, and their families.

- Coach administrators and teachers (regular education/special education) leading district initiatives regarding student success and intervention programming.
- Assist sites in analyzing student needs and linking student needs to appropriate interventions for struggling students
- Provide professional development for staff related to MTSS and equity practices in support of student success.
- Establish a progress monitoring process and data collection procedures to ensure students needing student support systems are identified
- Assist in identifying, acquiring, and organizing available resources to support teachers, students, and schools
- Work cooperatively with community agencies in providing for the needs of students
- Assist in personnel functions (such as interviewing, evaluating, supervising, counseling, training, etc.) for the purpose of maintaining and enhancing productivity of assigned employees, and achieving District/department objectives.
- Lead data-driven discussions and decision-making structures
- Keep informed of all legislative and Colorado Department of Education requirements pertaining to student services and intervention
- Provide direction and guidance to the district's Counseling Services programs

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by Executive Director of Student Support Services

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:

Every facilities employee must be able to pass a lift test required by the District. 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 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 an 8-hour workday, this job requires:

- R – Rarely (Less than .5 hr per day)
- F – Frequently (2.5 – 5.5 hrs per day)
- NA – Not Applicable
- O – Occasionally (.5 – 2.5 hrs per day)
- C – Continually (5.5-8 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		C			
*Pushing/Pulling Maximum weight: 40 lbs.			X		
Lifting Maximum weight: 40 lbs.			X		
Carrying Maximum weight: 40 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work, constant interruptions; The noise level is usually quiet in an office environment but can be noisy at times.