

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 and Family Wellness Coordinator – Grant Funded
Prepared Date: 10/22/2018
Revised Date: 9/1/2021
Work Year: 165 days
Department: Teaching and Learning
Reports To: Executive Director of Exceptional Student Services
Salary Range: APT Salary Schedule
Benefits: Fringe Benefits based on Schedule C Benefits
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

This is a federal grant funded position with funding through School Health Services Medicaid Reimbursement program. There is no guarantee of continued employment.

The Student and Family Wellness Coordinator serves (grades K-5) as one of the primary contacts between students, families, school staff, district personnel and other community service providers for the health and wellness of students to reduce barriers to learning. The Student and Family Wellness Coordinator will provide case management to students and families in the area of mental health and physical wellness. Work collaboratively with community-based health services and refer uninsured and/or under-insured students and families to Pueblo Step Up for Medicaid/CHP+ Insurance.

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 Human Service field: Psychology, Social Work, or a related 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:

- Valid Colorado Teaching License or Special Services Counselor License
- Bilingual – Fluency in Spanish
- Previous experience coordinating community resources for families and children and how to access services
- Understanding of, and sensitivity to, disadvantaged and homeless community and student learning issues
- Experience working with individuals with diverse cultures and economic backgrounds
- Background in counseling/social work preferred
- Previous experience facilitating parent engagement activities

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 communicate effectively orally and in writing
- Strong organizational and interpersonal skills
- Has the ability to promote, establish and maintain cooperative and constructive working relationships with parents, supervisor, staff and community groups
- Knowledge of program management, monitoring and evaluation
- 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
- Caseload development – work with RTI District Specialist and RTI school based Coordinator, school counselor and/or school principal to identify students that have been identified for intervention support.
- Connect families to community resources for example Pueblo Step Up, TANIF, SNAP and/or mental health services
- Work with school based teams to build and create proactive systems to successfully engage students
- Provide outreach and follow-up support to identified students and families through a variety of methods. For example home visits, parent/student meetings, follow through and confirmation of attendance at community appointments.
- Fully participate in Family Engagement Activities, Open House, Back to School Nights & Parent Teacher conferences
- Provide mentoring to all at-risk students by connecting with students and establishing a rapport with family and parents/guardians that allows for open communication
- Maintain and facilitate communication between the building principal, teachers and other resource staff as it pertains to identified students
- Assist the school based Response to Intervention team each spring to identify incoming students with RTI plans
- Create and maintain confidential program records and organizational systems. Track student risk factors to include attendance, number of students served, number of home visits, number of parents that attended parent nights and any other data that is applicable. Compile data for tracking and evaluation purposes.
- Provide data for CDE and medicaid reporting purposes.
- Maintain confidentiality and integrity of all data collected and analyzed.

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Executive Director of Exceptional Student 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:

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.