

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:	ESS Coordinator
Prepared Date:	7/30/2008
Revised Date:	9/25/2023
Work Year:	187 days
Department:	Exceptional Student Services
Reports To:	Executive Director of Exceptional Student Services (ESS)
Salary Range:	APT Salary Schedule
Benefits:	Fringe Benefits based on Schedule C Benefits
Status:	FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the ESS Coordinator is to provide support and assistance to the Executive Director of ESS, including, but not limited to, supervision and evaluation of staff, administrative support as needed for specialized programs, assistance with due process hearings, and the facilitation of student placements. This position also provides coordination and oversight of ESS services for students with Individual Education Plans (IEPs) in Pueblo School District 60.

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:

- Valid Colorado Principal License
- Master's Degree in Special Education or in a related field of special services, such as school psychology, school social worker or speech pathologist, as approved by the Colorado Department of Education
- Five (5) years successful experience working with students with disabilities in a public school
- Any exceptions that the Board deems appropriate
- Valid Colorado Driver License
- 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:

- Previous administrative experience
- Previous experience with Pueblo School District 60

SKILLS AND KNOWLEDGE:

- Possess an in-depth understanding of state standards, curriculum, and assessment programs related to instructional field
- Knowledge of K-12 curriculum, integration, co-teaching and working with both ESS and general education teachers
- Demonstrate knowledge and understanding of curriculum and program assessment, program development and evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning
- Knowledge and expertise with IDEA, 2004 and the reauthorization of ESEA/ESSA 2015
- Experience in preparing and presenting high quality, research based professional development
- Organizational and planning skills for setting both short term and long range goals, and for coordinating efforts for accomplishment of those goals
- Strong interpersonal skills demonstrated through the respect of peers and ability to build trusting, collaborative relationships
- Demonstrate initiative working independently and with groups
- Exhibit an approachable, professional manner with parents, students, school staff, and community
- Ability to organize, communicate effectively, make decisions, work independently, and as a collaborative team member
- Skilled in the use of technology and instructional media tools
- Exceptional verbal and written communication skills
- Demonstrate leadership, initiative, and student advocacy
- Demonstrate management, problem solving, and organizational skills
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate ability of program planning and ability to establish and manage budgets

- 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
- Knowledge of Response to Intervention policy, strategies and how it pertains to Exceptional Student Services
- Knowledge of District Policies and Procedures
- Ability to supervise and evaluate staff
- Awareness of the importance of confidentiality
- Demonstrate an understanding, patient, and receptive attitude towards children with special needs

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.

- Establishes and supports implementation of programming, including curriculum development and allocation of resources, for students with disabilities as guided by federal and state special education law
- Assist special education and general education teachers in providing quality and comprehensive instruction for children assigned to various programs in the district and community
- Serve as a liaison between special or general education teachers, administrators, supervisors, directors, in the district and community as well as with other agencies
- Ensure compliance and consistency by the schools with all local and Federal laws and regulation relating to students with IEPs/504 plans and students referred to special education
- Participate in parent conferences and IEP meetings as needed
- Represent the Exceptional Student Services Department at IEP Team, IEP Development, and 504 meetings at assigned schools
- Provide coaching and problem solving in response to programming concerns for students in the area of academics and behavior
- Guide the written IEP/504 process to ensure that the plan is written in accordance with federal laws, the Colorado Department of Education IEP Guidelines, and District IEP/504 protocols
- Ensure IEPs are developmentally appropriate, curriculum/standards-based, strength based, and relevant to individual students
- Work to maintain school and LEA tracking and data system that includes: student information related to IEP's, services, service hours, evaluations, MDT referrals, time

lines in which evaluations were completed and discipline incidents documented

- Support the planning of special education initiative and the implementation of initiatives. Integrates new developments, research findings and best practices into ongoing programs and new initiatives.
- Represent Pueblo City Schools as a subject matter expert in contact with various agencies and non-profits concerning students with special needs.
- Assist in selection, disbursement, and training of appropriate assessment materials for use in the assessment process, including developmental, academic, and behavioral. This includes standardized assessment for eligibility and ongoing assessment to define progress on the IEP goals
- Oversee special education inventory of equipment / materials.
- Participate in interviews for teacher and Special Services Provider positions
- Maintain a high level of knowledge regarding developing special education matters such as changes in federal and local special education policy.
- Advocate for special education with school leadership.
- Consult, correspond, and engage with parents, staff, and administration regarding special needs of children, their student's learning, and acting as an ambassador for the school in the community.
- Facilitate workshops / meetings for parents, as well as identify resources for parents of students with special needs.
- Assist in the coordination of staff development and teacher training for general or special education personnel, other district personnel, parents, and community personnel
- Assist in establishing criteria, procedures, guidelines, and plans for the district program operation
- Participate in budget development and management process involving staffing at the request of the ESS Director
- Maintain confidentiality of student records and student information
- Maintain appropriate professional appearance

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Executive Director of ESS

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; works in classrooms and hallways surrounded by students and staff of various ages and abilities;