

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: Community Transition Supervisor
Prepared Date: 7/1/2024
Revised Date:
Work Year: 220 Days
Department: Exceptional Student Services
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:

The Community Transition Supervisor will serve the educational program within the Community Transition Program in the ESS Department to support the collaborative development, implementation, and ongoing refinement of the educational program. The CT Supervisor will provide professional leadership to organize, administer, supervise, and evaluate the educational program in District CT Houses. The Supervisor will work with District staff, students, parents, and adult agencies to implement a meaningful transition plan that includes planning, transition assessment and a post-secondary goal for students aged 18-21. The CT Supervisor will also oversee transition teachers and coaches and will work with students during the educational hours of the CT Program.

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REQUIRED:

- Valid Colorado Principal License or eligible for same at time duties are assumed
- Endorsement/Credentials in assigned area
- Master's Degree in Education or Education related content area
- Three (3) years of successful secondary experience with transition activity development and implementation
- 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 at the secondary level
- Valid Colorado teaching license
- Knowledge of and experience with the observation feedback cycle or demonstrated experience as an instructional coach
- Experience managing school or program budgets

SKILLS AND KNOWLEDGE:

- Possess an in-depth understanding of best practices in transition and Indicator 13 leading to positive post-school outcomes for students with disabilities
- Knowledge of special education laws and procedures; principles of business performance assessment
- 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
- 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 transition populations
- Knowledge of national, state, and District educational trends and goals

ESSENTIAL 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.

- Collaborate with Transition district staff (transition teachers, school psychologists, high school and middle school ESS teachers) to facilitate IEP development in the area of transition and Indicator 13. Assist teachers with IEP writing and transition planning and attend IEP meetings with transition planning as part of IEP process
- Work with transition teams in a professional, collaborative, and problem-solving manner to create practices that remain committed to standards, self-advocacy, data informed decision making and research-based practices
- Collaborate with parents, students, staff, and adult agencies in the development and coordination of transition activities aligned with the post-secondary goal and transition plan
- Maintain confidentiality regarding the student, information, and materials used in this position
- Serve as liaison and facilitator of community agency services, families, and schools, to help create a team effort in support of students and their families
- Develop and collaborate with community resources for outreach and parent education opportunities

- Seek and secure community based/school site training opportunities which are functional, provide practical skills, are related to adult outcomes, and are chronologically age appropriate for students
- Provide indirect services to students in the area of transition
- Provide professional development and one to one coaching to transition teachers regarding best practices for transition
- Provide supervision to all transition program staff and ensure coordination of all worksites. Responsible for evaluating all certified and classified transition staff
- Responsible for the timely completion of all required reports
- Build bell schedule, create student schedules, and complete October count documentation
- Oversee transition operating budget
- Oversee all of Indicator 14 and the Transition Action Plan
- Employ a variety of instructional techniques and strategies into scopes and sequence documents aligned with instructional objectives in order to meet the needs of all students

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by 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 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) O – Occasionally (.5 – 2.5 hrs per day)
 F – Frequently (2.5 – 6 hrs per day) C – Continually (6 – 9 hrs per day)
 NA – Not Applicable

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: 60 lbs.				X	
Lifting Maximum weight: 60 lbs.				X	
Carrying Maximum weight: 60 lbs.				X	

WORK ENVIRONMENT:

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. Occasionally exposed to outdoor weather conditions.