

PUEBLO SCHOOL DISTRICT 60
ADMINISTRATIVE JOB DESCRIPTION

Job Title: Executive Director of Intervention and Student Services
Prepared Date: 7/2/2018
Revised Date:
Work Year: 220 days
Department: Learning Services
Reports To: Assistant Superintendent of Teaching and Learning Services
Salary Range: Executive Director (PASE) Salary Schedule
Benefits: Fringe Benefits based on PASE Negotiated Agreement
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The Executive Director of Intervention and Student Support Services is responsible for 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. Assist in developing, recommending, implementing, and evaluating all student support services and programs. Programs include guidance/discipline services, health services, child welfare, and attendance services, as well as student enrollment and records, school safety, and student wellness.

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 in Education related field
- Three (3) years of successful Principal experience
- Five (5) years of successful classroom teaching experience
- 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 experience in District level administration

KNOWLEDGE AND SKILLS:

- Ability to plan, organize, and direct a comprehensive support services program aimed at preparing every student for success

- Ability to represent the Assistant Superintendent of Teaching and Learning Services in performance of duties
- Ability to lead improvement efforts toward identified instructional targets 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 evaluations of school leaders
- Ability to coach and develop other instructional coaches
- Knowledge of best practices in curriculum and instruction, policy and procedure, management, accounting, interpersonal relations, program evaluation, leadership development, school improvement, budget management, negotiation, and use of technology
- Skill in consensus building and conflict resolution
- Skill in managing projects, providing leadership and direction towards a common objective
- Skill in directing professional, technical, and administrative support staff
- 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 develop and administer department goals, objectives, and procedures
- Ability to research, analyze, and evaluate new service delivery methods and techniques
- 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 present technical information and data in an effective manner and prepare complex financial statements, reports, and analyses
- Ability to establish and maintain effective working relationships with school communities, staff, board members, committee members, public officials, and the general public

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/departments' goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Manage, provide leadership, and oversee a wide variety of program components (i.e. student support services, counseling and guidance, prevention programs, RTI programs, truancy prevention, health services, student transfer processes, discipline processes, student enrollment and records, school safety, student wellness, etc.) for the purpose of delivering services which conform to established guidelines and regulations
- Monitor student attendance and welfare programs (i.e. student discipline, suspensions,

expulsions, student and parent complaints, attendance, transfers, etc.) for the purpose of ensuring that services comply with district, state, and federal requirements

- Act as hearing officer in student discipline (student expulsion) issues district-wide
- Develop principals to lead and manage highly-effective instructional teams and accelerate both teacher practices and student achievement
- Provide leadership in developing comprehensive program plans and ensure the implementations and evaluation of Response to Intervention (RTI) programs
- Provide administrative guidance and ensure compliance with Board policy and state/federal regulations and statutes.
- Provide leadership and management to the District's alternative education programs.
- Develop and implement Board Policies for student services and student intervention
- Attend Board of Education meetings, plan and present information to the Board as requested by the Assistant Superintendent.
- Serve as a team member to Learning Services Leadership Team and the Superintendent's Cabinet and actively participate in district-wide planning, development, and evaluation to support school development; align resources to meet the District's goals.
- Respond directly to parent concerns and support principals to address parental concerns.
- Serve as official representative of the school district with Judicial System, Social Services, and other community agencies
- Work cooperatively with other districts, county office and community agencies in providing for the needs for students
- Assist in personnel functions (such as interviewing, evaluating, supervising, counseling, training, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of assigned employees, and achieving objectives within budget.
- Coach and evaluate principals
- Lead data-driven discussions and decision making structures
- Identify leadership potential in school/district personnel and communicate as such to the Assistant Superintendent
- Keep informed of all legislative and Colorado Department of Education requirements pertaining to student services and intervention
- Assist secondary school administrators in developing strategies to prevent dropouts and to retrieve students who dropped out during previous academic years to return to continue their education

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Assistant Superintendent of Teaching and Learning 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			X		
*Pushing/Pulling Maximum weight: 50 lbs.		X			
Lifting Maximum weight: 50 lbs.			X		
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; The noise level is usually quiet in an office environment but can be noisy at times.