

## ~~Meeting~~ Agenda

<b>Group/Team:</b>	<b>BOE School Personnel Committee</b>		
<b>Location:</b> Chase Building 236 Grand Street, Room 158 Superintendent's Conference Room	<b>Date of Meeting:</b> Tuesday August 2, 2022	<b>Start Time:</b> 5:00 p.m.	<b>Finish Time:</b>

<b>Team Norms:</b>
<ol style="list-style-type: none"> <li>1. All meetings will start on time</li> <li>2. All issues will be approached with a positive attitude</li> <li>3. A specific agenda will be set for all meetings</li> <li>4. All teams members will agree to stay on specific agenda topics</li> <li>5. Decisions regarding future directions will be based upon actual data</li> </ol>

<b>Purpose of Meeting – Instructional Focus:</b>

<b>Agenda Items – (Items should reflect next steps from previous meeting.)</b>
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	Agenda Item	Time Allotted	Person Responsible
1.	Job specifications for the proposed position of Assistant Director of Pupil Services (2)		Dr. Ruffin, et al.
2.	Job specifications for the proposed position of College and Career Readiness Coordinators		Dr. Ruffin, et al.
3.	Job specifications for the proposed position of Director of Student Affairs, Alternative and Innovative Programs <ul style="list-style-type: none"> <li>• Administrative Assistant</li> </ul>		Dr. Ruffin, et al.
4.	Job specification for the proposed position of Substance Abuse Counselor		Dr. Ruffin, et al.
5.	Job specification for the proposed position of Truant Officer		Dr. Ruffin, et al.

# Waterbury Public Schools

<b>JOB CLASSIFICATION DESCRIPTION</b>
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**JOB CLASSIFICATION TITLE**  
Assistant Director of Pupil Services

**BARGAINING UNIT CLASSIFICATION**  
Executive Administrator (Non-Bargaining Unit)

**DEPARTMENT**  
Special Education

**REPORTS TO:**  
Receives administrative direction from the Director of Pupil Services or other administrative official of a higher grade

**INCUMBENT NAME**

**FLSA DESIGNATION**  
Exempt

## **PART I - SUMMARY OF CLASSIFICATION**

This class is accountable for assisting with directing, supervising, coordinating, and overseeing all aspects of Special Education and Pupil Services programs and services in the district.

## **PART II – REQUIRED KNOWLEDGE, SKILLS AND ABILITIES**

### **A. REQUIRED EDUCATION AND EXPERIENCE**

#### **General Experience:**

1. A Master’s degree in education or related field plus eighteen (18) semester hours of graduate credit and completion of fifty (50) school months of successful teaching or service employment as identified in State of Connecticut, Regulation of State Board of Education, Sec. 10-145d-574 (a - f).
2. Minimum of five (5) years’ experience in a leadership position relating to special education and/or related services.
3. Minimum of three (3) years’ continuous experience as a special education teacher and/or related service provider.
4. Experience in an urban district, preferred.
5. Experience in special education, social work or school psychology, preferred.

#### **Special Requirement:**

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

### **B. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:**

1. Connecticut State Board of Education certification as an Intermediate Administrator/Supervisor (092) and endorsement in one of the following: 065, 165, 061, 070, or 071 will be required at time of appointment.
2. Incumbents in this class may be required to possess and retain a current Motor Vehicle Class D Operator’s License with a good .

### **C. KNOWLEDGE, SKILLS AND ABILITIES/ESSENTIAL FUNCTIONS**

- Considerable ability to communicate both verbally and in writing including public speaking;
- Considerable ability to implement relevant Federal and State statutes, guidelines and regulations in special education and all special services programs;
- Considerable knowledge of and ability to apply management principles and techniques, including initiation and administration of programs;
- Extensive knowledge of and ability to perform duties in full compliance with all District, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position;
- Knowledge of curriculum standards and models for programming in special education and general education settings;
- Knowledge of instructional practice and professional development models for PK-12 and specialty areas within PK-12 education;
- Knowledge of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Interventions (SRBI);
- Excellent leadership skills;
- Excellent computer and keyboarding skills, with specific knowledge in the Google Learning Management System;
- Excellent interpersonal skills;
- Excellent problem-solving and analytical skills;
- Skill at implementing least restrictive environment approach to special services programs;
- Strong budget skills;
- Ability to analyze, interpret, and communicate statistical data derived from qualitative and/or quantitative research;
- Ability to apply knowledge of current research and theory to the duties of the position;
- Ability to implement data driven decision making;
- Ability to maintain appropriate confidentiality;
- Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism;
- Ability to work with individuals from diverse backgrounds.
- Assists in developing and administering the school district's special services programs consistent with school district goals and objectives, as well as applicable law.
- Coordinates and monitors the effectiveness of, and continually improves specialized, and self-contained special education programs;
- Assists with budget development and long-range financial planning for special services;
- Collaborates and corresponds with community agencies, parents and other stakeholders;
- Assists with communication and interpretation of the objectives and programs of the special education services to the Board, the administration, the staff, and the public at large;
- Assists in communicating the District's vision, mission, success and needs to the community;
- Consults with Director of Pupil Services and other district administrators on questions relating to the District's special services program;
- Assists with the coordination of special education curriculum and assessment among and between grades;
- Assists with designing and implementing an effective referral procedure and other appropriate child find activities to identify students with special needs;

#### **D. ESSENTIAL FUNCTIONS (ILLUSTRATIVE ONLY)**

- Assists with designing and implementing appropriate assessment systems to provide data for determining the eligibility of students for special services programs programming or services;
- Assists with developing and directing the orientation and induction program for new staff members, including assigning mentors;
- Assists with developing annual goals and action planning for the special services program and operations;
- Assists with developing procedures for referral, securing medical reports, psychological examination, and placement;
- Assists with developing, monitoring and evaluating special education instructional services to ensure that the District maintains a rigorous, relevant, and results-based curriculum;
- Assists with the development, evaluation, and revision of special education curriculum and instruction and assumes responsibility for the implementation of approved programs;
- Assists with ensuring that special education curriculum and programs are developed, maintained, and revised on a regular basis;
- Assists with establishing effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents, and serves as the referral agent to those offices and agencies;
- Assists with establishing performance standards and conducts performance evaluations of assigned staff;
- Assists with establishing procedures for placement, evaluation, assignments, and reappraisal of students with regard to the special services programs and services;
- Assists with evaluating, administering, and supervising on an ongoing basis the system's testing programs including group and individual tests for intelligence, aptitude and achievement;
- Formulates, plans and implements professional development for assigned professional staff (teachers and administrators);
- Helps to ensure the proper maintenance of individual student records and reports of pupil progress;
- Assists with implementing policies and procedures and supervises personnel and coordinates activities for all aspects of the District's psychological and mental health services;
- Assists with implementing State regulations and in developing, implementing, and maintaining special education programs;
- Involves the principals and staff in decision-making activities that focus on effective teaching/learning practices and student success;
- Keeps abreast of developments and innovations in the field by reading current literature, attending professional society and association meetings and conferences, and discussing developments and problems of mutual interest with others in the field;
- Keeps the Director of Pupil Services informed and works cooperatively with all other administrators in school and District-related matters;
- Maintains a high level of personal integrity and a strong work ethic;
- Monitors the student record system to ensure that approved information is kept current in student cumulative record folders;
- Observes and evaluates assigned administrators and staff in accordance with law and established procedures;
- Assists with preparation and filing appropriate grants and claims for special services personnel approval and funding;
- Promotes community support and involvement with the schools;
- Assists with recruiting, screening, assigning, evaluating and training staff members for the various branches of student personnel services;
- Reports on the status of special services programs at the request of the Director of Pupil Services;

- Assists in representing the District's interests as pertains to contractual arrangements for homebound tutoring, hospital instruction, independent evaluations and private placements;
- Supervises and implements, administers and directs case study services for students including the identification, diagnosis, follow-up, and referral of students with problems related to attendance, mental health, or learning disabilities;
- Supports District-wide professional development efforts, including the Professional Learning Community (PLC) initiatives;
- Works cooperatively with leaders of other administrative divisions in integrating and coordinating individual efforts into a unified program for the District;
- May serve in the capacity of the Director of Pupil Services in his or her absence, as needed.
- Performs other related duties as assigned.

### **PART III - POSITION SUPERVISES**

Administers the special services programs and operations and directs all staff as assigned.

**PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS**

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

**Frequency: Place an “X” in each box that is appropriate to your job.**

<b>NEVER (N)</b>	<b>OCCASIONALLY (O)</b>				<b>FREQUENTLY (F)</b>				<b>CONSTANTLY (C)</b>			
0 % of Shift	1-33% of Shift				34-66% of Shift				67-100% of Shift			
<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>			
<b>Physical Demands</b>					Depth Perception		X					
Standing		X			Color Distinction		X					
Walking		X			Peripheral Vision		X					
Sitting			X		Driving			X				
Lifting		X			<b>Physical Strength:</b>							
Carrying		X			Little Physical Effort (-10 lbs.)			X				
Pushing		X			Light Work (-20 lbs.)		X					
Pulling		X			Medium Work (20-50 lbs.)		X					
Climbing		X			Heavy Work (50-100 lbs.)	X						
Balancing		X			Very Heavy Work (100+ lbs.)	X						
Stooping		X			<b>Environmental Conditions</b>							
Kneeling		X			Cold (50 degrees F or less)	X						
Crouching		X			Heat (90 degrees F or more)	X						
Crawling		X			Temperature Changes		X					
Reaching		X			Wetness	X						
Handling		X			Humidity	X						
Grasping		X			Extreme Noise or Vibration		X					
Twisting		X			Exposure to Chemicals	X						
Feeling			X		Exposure to Gases and Fumes	X						
Talking			X		Exposure to Unpleasant Odors		X					
Hearing				X	Exposure to bodily fluids	X						
Repetitive Motion			X		Exposure to dampness	X						
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area		X					
Visual Acuity/Near			X		Mechanical Hazards	X						
Visual Acuity/Far			X		Physical danger or abuse		X					

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an equal opportunity employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: July, 28, 2022

# Waterbury Public Schools

## JOB CLASSIFICATION DESCRIPTION

**JOB CLASSIFICATION TITLE**

College and Career Coordinator

**DEPARTMENT**

College and Career Readiness

**INCUMBENT NAME**

Grant Funded

**BARGAINING UNIT CLASSIFICATION**

Non-Union

**REPORTS TO**

Receives administrative direction from the Principal or other administrative official of a higher grade

**FLSA DESIGNATION**

Exempt

**PART I - SUMMARY OF CLASSIFICATION**

*The College and Career Coordinator will be based in area high schools and is responsible for helping high school students define their college and career aspirations and identifying college programs and/or training to meet those aspirations and achieve their educational goals.*

**PART II – MINIMUM QUALIFICATIONS**

1. Bachelor's Degree in applicable field of study/education from an accredited college or university.
2. Experience working with high school students in providing college and career readiness assistance and opportunities as it pertains to the duties and responsibilities below. (*preferred*)

**PART III - DUTIES & RESPONSIBILITIES** (The following identifies the primary and essential functions of the position and is not intended to be an exhaustive list of all duties and responsibilities).

- Provide appraisal and advisement to all students through large group, classroom, small group and individual settings regarding academic, and college/career;
- Utilize several venues to reach students and families, including individual conferences with students and families, large group presentations, classrooms, and college visits;
- Maintains a resource library of print & electronic information of college catalogs, college guides, scholarship information, and financial aid;
- Establishes and maintains college/career school website information;
- Track college, career, and FAFSA trends;
- Assist school counselors by reinforcing postsecondary educational/career plans, career assessments & interpreting results to help students in their planning;
- Develop opportunities for students to build an understanding of employability skills and workforce preparedness to successfully enter career of choice;
- Review credits, grades, & transcripts with students, helping them meet graduation requirements and develop academic plans for success and postsecondary planning;
- In collaboration with school counselors, assist students in preparing for FAFSA and college admissions process;
- Assist school counselors by reinforcing that the Waterbury Promise Scholarship eliminates financial barriers to continue post-secondary opportunities;
- Provide college & career counseling, information on scholarships, NCAA requirements, College Board testing;
- Coordinate PSAT/SAT School Day in collaboration with school counselors and administration;
- Coordinate ASVAB testing;
- Coordinate and facilitate college planning nights, financial aid nights, college/career fairs;
- Coordinate and facilitate college tours and admission representative visits to the high school;
- Coordinate and facilitate military and career professional speakers at the high school;
- Participate in parent, teacher, and student meetings as requested and initiate such meetings as needed;
- Participate in team meetings, student strategy teams as needed;
- Serves as a liaison for Student Success Agency (SSA) and communicates with administrators and school counselors;

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- Utilizes available technology resources to enhance college and career readiness, including but not limited to: Google Suite, PowerSchool, Occupational Outlook, and Naviance
- Ability to work closely and effectively with students, parents, and colleagues in the school.

- Readiness to continue to build the school's college and career culture.
- Ability to work with diverse populations.
- Other duties as assigned

### **PART IV - POSITION SUPERVISES**

Not Applicable

### **PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS**

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Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
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