

Excellence and Service
COLORADO SCHOOL



FOR THE DEAF AND THE BLIND

Established 1874

P.R.I.D.E.

SUPERINTENDENT P R O S P E C T U S



SUMMARY

The Colorado School for the Deaf and the Blind (CSDB) is an educational institution that provides comprehensive services and specialized education for individuals who are Deaf, Hard of Hearing, Blind, Visually Impaired, or DeafBlind. Located in Colorado Springs, Colorado, CSDB offers a nurturing and inclusive environment where students from birth to age 21 receive a tailored education that focuses on their unique needs. The school's

experienced staff uses innovative teaching methods, state-of-the-art technology, and a strong emphasis on communication skills, braille literacy, and independent living skills to empower students and prepare them for success in a world of diverse opportunities. CSDB plays a pivotal role in fostering independence, self-confidence, and academic achievement for its students, ensuring they have the tools and support needed to thrive.

MISSION

The Colorado School for the Deaf and the Blind (CSDB), in collaboration with families, school districts and community partners, educates and inspires learners throughout the state, birth through age 21, to achieve their full potential through comprehensive, individualized academic, transition, residential and outreach programs and resources.

VISION

CSDB aspires to be an exemplary global resource for families and professionals that excels in preparing diverse learners to transform the world with **PRIDE**:





ORGANIZATION HISTORY

Colorado was still a territory when “The Colorado Institute for the Education of Mutes” was founded by Jonathan R. Kennedy in 1874. With an appropriation of \$5,000 from the Territorial Legislature, Kennedy opened the school on April 8, 1874. The school began in a rented house in downtown Colorado Springs with seven students, three of whom were Kennedy’s own children.

In 1893, the school was renamed the Colorado School for the Deaf and the Blind. Today, CSDB serves more than 700 students on campus and statewide. The current location was granted for the school by Colorado Springs’ founder William Jackson Palmer. He granted land for several institutions in Colorado Springs, including the Colorado School for the Deaf and the Blind.



CSDB GUIDING BELIEFS



Families, staff, and community members are valued partners.



Interagency and community collaborations are fundamental for providing resources and support for learners and their families.



It is critical for staff, learners, families, and the community to embrace intersectionality and demonstrate respect for individual differences.



Programs and services must be designed to meet the holistic needs of the learner to include academics, language, social-emotional, the arts, extra-curricular and athletics through safe, caring, supportive, and accessible environments.



Instruction, support services, residential and statewide services must be provided by highly trained and certified professionals who are lifelong learners and who seek to promote excellence and innovation in every aspect of their work.



Learners' growth and achievement in the areas of character development and positive self-worth are as important as academic proficiency.



Interactions with adults and peers who are Blind/VI, Deaf/HH or DeafBlind play a vital role in the development of positive self-esteem and personal/professional growth.



Maintaining high expectations through rigorous instruction and learner-aligned assessment is critical for academic proficiency and preparation for lifelong learning.



All families should be provided support and balanced information, which enables them to make informed decisions for their family and their child. This is especially important for young learners.



After school programming provides unique opportunities to develop specialized independent living and social interaction skills in a safe, nurturing and language-rich environment.



Learners should be contributing members of society. Employability skills and work experiences appropriate to the age of the learner embedded in educational environments are essential for learners to succeed in their next environment.



Postsecondary Workforce Readiness (PWR) skills embedded in educational environments from an early age are essential for learners to be contributing members of society.

SCHOOL GUIDING BELIEFS

SCHOOL FOR THE BLIND

- Concept development and experiential learning are foundational.
- The Expanded Core Curriculum (ECC) is essential, embedded in the instructional program, and explicitly taught in all environments to provide pathways to independence.
- Providing instruction through the learner's unique learning media modes (i.e., tactile, print with optical enhancement, auditory) is vital for achievement.
- Extensive instruction in and daily use of braille, as appropriate to the strengths and needs of the learner, provide a foundation for literacy and learning within and beyond the classroom.
- Orientation and Mobility (O&M) skills are crucial for learners to safely navigate their world as independently as possible.
- Effective use of assistive technology allows learners to attain a competitive edge in an ever-evolving digital world.



SCHOOL FOR THE DEAF

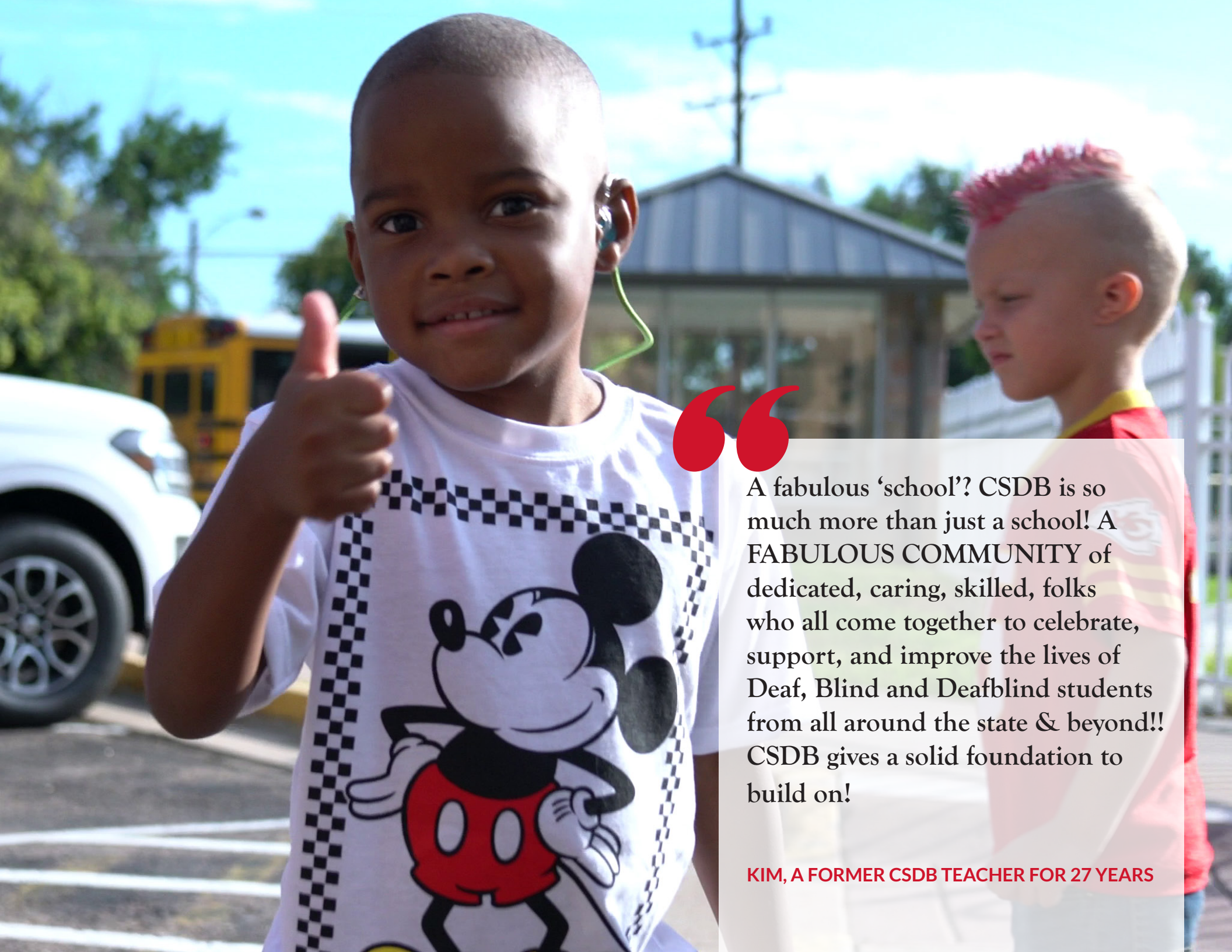
- A bilingual (American Sign Language & English) educational environment is required to attain proficiency in both languages, which is imperative for learners' current and future academic, social, and personal journeys.
- Immersion in an ASL and English language-rich environment from birth is optimal for learners' linguistic, cognitive, and social development.
- All who work with Deaf/HH learners on campus recognize and use ASL as the primary language to ensure equitable access to language and communication.
- Auditory and spoken language services, as appropriate to the strengths and needs of the learner, are provided in designated areas as an essential component of the academic program.
- Learning about Deaf culture and heritage is integral to developing learners' self-identity.
- Learners benefit from a visual-tactile language and communication environment. All employees contribute to creating this environment through demonstrating required proficiency in American Sign Language according to their positions.

OUTREACH GUIDING BELIEFS

- For the Individualized Family Service Plan (IFSP) to respect and support each family's informed choice regarding their child's language, communication, and hearing technology options is foundational.
- Access to ASL instruction and other learning opportunities provided by qualified Deaf instructors and/or mentors for CSDB staff, community members, professionals, and families statewide is important.
- Ensuring the learner's communication needs guide their annual Communication Plan is key for provision of effective supports and services in their educational placement.
- Learners who are blind/visually impaired require accommodations to excel in core content programming and education in the Expanded Core Curriculum (ECC), which leads to independence and success within their local school district and community.
- Parental Support, experiential learning, concept development, and introduction to ECC concepts are crucial for birth through age 2 learners and their families.
- School age students in Colorado who are blind/visually impaired critically need access to braille and large print textbooks and novels in a timely manner – as is provided through the Colorado Instructional Materials Center.





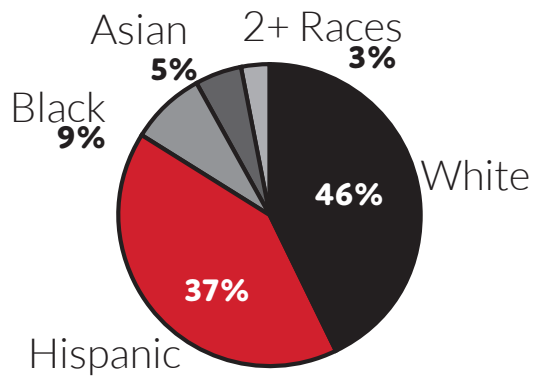


A fabulous 'school'? CSDB is so much more than just a school! A **FABULOUS COMMUNITY** of dedicated, caring, skilled, folks who all come together to celebrate, support, and improve the lives of Deaf, Blind and Deafblind students from all around the state & beyond!! CSDB gives a solid foundation to build on!

KIM, A FORMER CSDB TEACHER FOR 27 YEARS

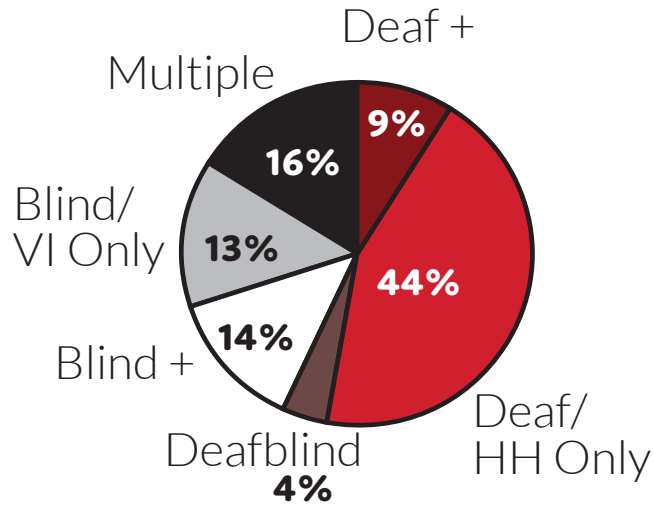
4.8
YEARS
Average
length of stay

STUDENT
DEMOGRAPHICS

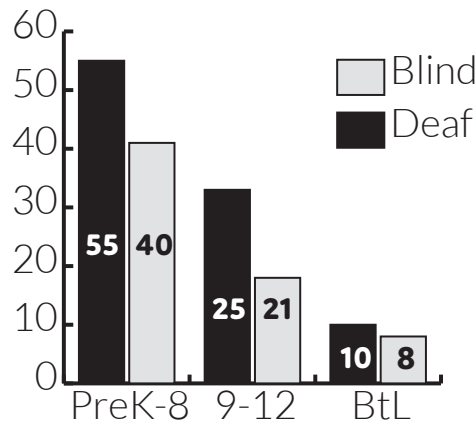


64%
Eligible for
free/reduced
lunch

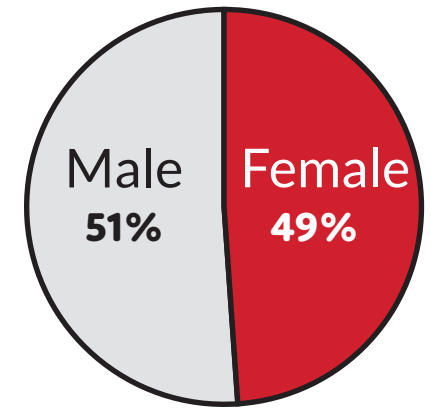
STUDENT On Campus
PRIMARY DISABILITY



ENROLLMENT
BY PROGRAM On Campus



185
SCHEDULED
Student
contact days



94%
4-YEAR
GRADUATION
RATE

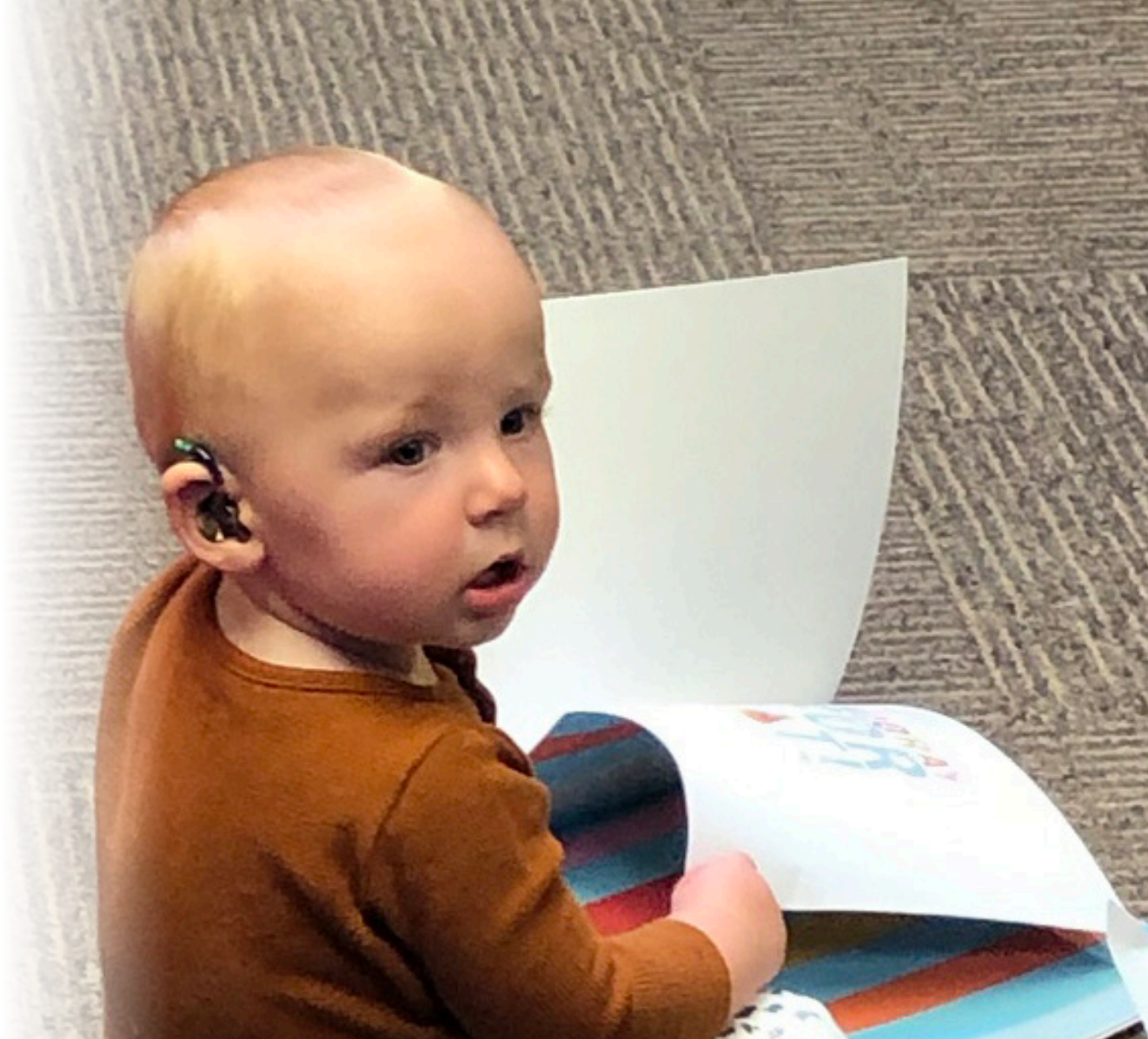
82%
Colorado
State Average
Graduation
Rate

PROGRAMS & Services



PRESCHOOL

The CSDB Preschool offers two programs that serve students from ages three to five. The program for the Deaf and Hard of Hearing is a bilingual-bimodal environment with a focus on learning language and pre-academics. The program for the Blind and Visually Impaired is a supportive learning environment with a focus on developing independence and pre-academics. Students learn through play and interactive experiences. A strong emphasis is placed on supporting students in the Expanded Core Curriculum. Children in both programs are encouraged to develop skills in independent living, expressive and receptive language, auditory listening and language and visual skills as appropriate.

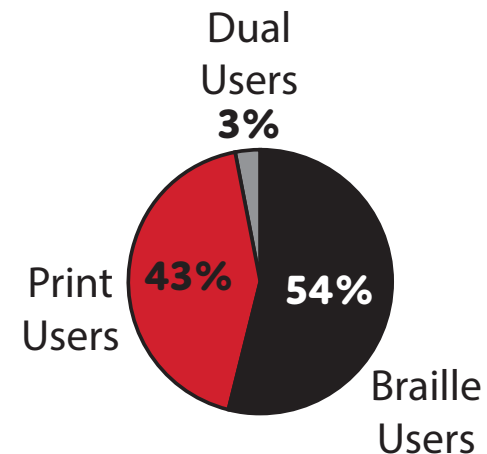




SCHOOL FOR THE BLIND

The School for the Blind believes that focused Professional Learning Communities (PLCs) impact achievement. The school's professional learning communities concentrated on literacy, numeracy, assistive technology, paraprofessional training, and the Extended Evidence Outcome (EEO) and Functional Academics for students with additional disabilities. Some accomplishments included adapting Robbin Clark's ECC: Technology Checklist into an accessible format, analyzing accessibility components of the Star Math Assessment, in-depth literacy data discussions, continued work on standards-based report cards for students on EEOs, and combining professional learning communities for collaboration and rich discussions.

STUDENTS' ON-CAMPUS LITERACY MODALITY

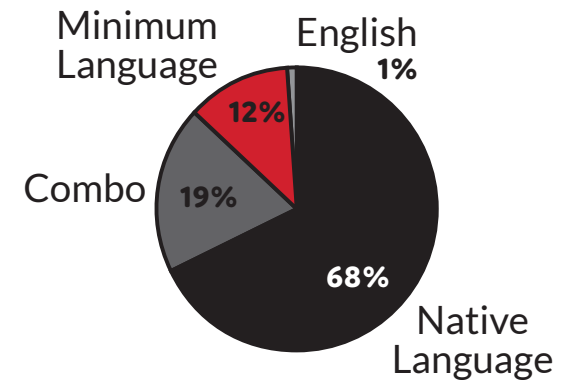




SCHOOL FOR THE DEAF

The School for the Deaf provides a comprehensive academic program for students who are Deaf or Hard of Hearing in grades PK-12. Teachers challenge each student to achieve his/her potential in a signing environment that promotes the development of language and a positive self-concept. Annually, a team of professionals develops an individualized education plan for each student. The development of language, communication skills, critical thinking skills, appropriate social skills, and application of learned concepts are emphasized. Opportunities to mainstream in areas of strength are provided through a collaborative effort with the local public school districts.

COMMUNICATION PREFERENCES





EMPLOYABILITY CENTER

The Employability Center partners with on-campus and off-campus employers and community business partners to provide invaluable resources and hands-on work experiences for Bridges to Life (BtL) and high school seniors enrolled in Post-Secondary Preparation (PSP) class.

STUDENT SERVICES

The Student Services team partners with instructional staff to meet their Individualized Education Program (IEP) goals. Related services at CSDB include Speech Language, Audiology, Psychological and Counseling Services, Occupational Therapy, Physical Therapy, Orientation and Mobility, and School Health Services. The Student Services department also includes an ASL interpreting team and the Individualized Education Program Coordinator.

STUDENT LIFE

Student Life teaches students about Independent Living through real world experiences. Student Life offers a wide range of activities that build on the student's education beyond the classroom through educational and hands-on activities. Students expand their environmental and physics knowledge and learn about various cultures.

ATHLETICS

Student athletes participate in middle school and high school volleyball, and middle school and high school basketball. Students are also offered goalball, pee-wee basketball, and Special Olympics bowling, basketball, and track and field. Student athletes learn leadership and athletic skills on the court and on the field.



CSDB PROGRAMS & SERVICES

OUTREACH SERVICES: STATEWIDE SERVICES

Outreach Programs are designed to meet the needs of students who do not attend CSDB, their families, and school district staff. A variety of services for students, birth through high school, who are blind, visually impaired, Deaf, Hard of Hearing and deafblind are available.



STATEWIDE PARTICIPATION SUMMARY

TOTAL PARTICIPANTS/REGION

REGIONS	DEAF/HH	BLIND/VI
Pikes Peak	304	101
Northeast	51	No service requested
Southeast	17	3
Metro Denver	516	3
North Central	80	1
Southwest	38	7
West Central	30	No service requested
Northwest	39	6

Numbers represent people served through Outreach Services, including family members, students, and professionals participating in activities such as the Colorado Shared Reading Project, Early Literacy activities, professional development, ASL family and community classes, school-age itinerant services, ASL Immersion activities, and early intervention services.



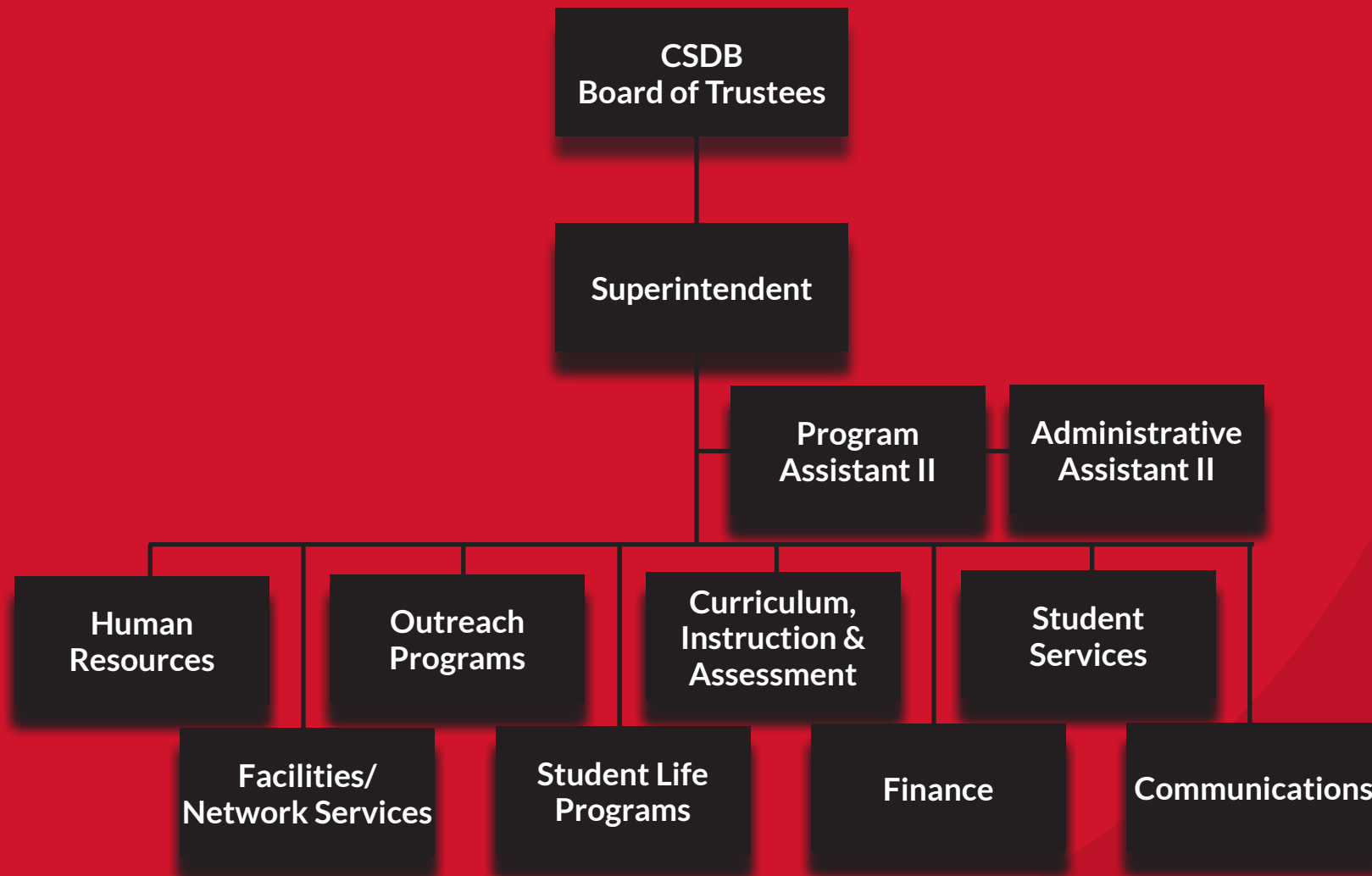
OUTREACH: EARLY EDUCATION

Colorado Regional Hearing Coordinators (CO-Hears), employed by CSDB, provide services to children, birth to three years of age, who are Deaf or Hard of Hearing, and their families. Language and Literacy support is provided to families, through the Colorado Shared Reading Project (CSRП).

COLORADO INSTRUCTIONAL MATERIALS CENTER FOR THE VISUALLY IMPAIRED (CIMC)

The CIMC, funded by Colorado Department of Education (CDE), is housed on the campus of CSDB. CIMC provides braille and large print textbooks and novels, as well as instructional products, to licensed teachers of students with Blind and Visual Impairments. These products are used by students who have been identified as having "Visual Impairment Including Blindness (VIIB)", in Colorado public schools, at less than college level.

CSDB ORGANIZATION CHART



CSDB PROGRAMS & SERVICES

2020-2025 STRATEGIC PLAN

SCHOOL CLIMATE

- Equity
- Communication
- Morale
- Safety
- Recruitment

INSTRUCTION

- Core Classroom Practices/ Universal Prevention (Tier 1)
- Targeted Prevention/ Group Intervention (Tier 2)
- Individualized Prevention/ Intensive Intervention (Tier 3)
- On-line and Blended Learning
- Transition Education

POST-SECONDARY AND WORKFORCE READINESS

- Graduation Requirements
- Workforce Readiness
- Post-Secondary Education

LEARNING AND LIVING BEYOND THE CLASSROOM

- Extra Curricular Programing
- Building Autonomy

STATEWIDE SERVICES

- Trainings and Workshops
- Early Education Programs
- School-aged Services and Programming
- Collaboration and Resources

SCHOOL BUDGET

REVENUES		
General Fund Appropriation	\$15,555,887	81%
Per Pupil Operating	1,584,555	8%
Federal and State Grants	1,318,169	7%
Service Fees, Donations, and Other Revenues	760,928	4%
TOTAL REVENUES	\$19,219,539	
EXPENDITURES		
Programs	\$10,800,212	57%
Support	4,458,018	23%
Administration	2,335,948	12%
Residential	1,388,620	7%
TOTAL EXPENDITURES	\$18,982,798	

CSDB COMMITMENT

The Colorado School for the Deaf and the Blind (CSDB) and its Board is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. CSDB does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identification, national origin, religion, age, veteran status, or marital status.

Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or unwelcome behavior under any CSDB program or activity on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, age, ancestry, veteran status, or marital status. Discrimination against employees and applicants for employment based on age, genetic information and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.



ABOUT

Colorado Springs



ABOUT COLORADO SPRINGS



Colorado Springs is a picturesque city nestled in the heart of the Rocky Mountains, making it a truly remarkable place to call home. Its stunning natural beauty is a major draw for residents, with easy access to world-class hiking, biking, and outdoor adventures in the nearby Garden of the Gods, Pikes Peak, and numerous national parks. The city boasts a vibrant and active community that values a healthy lifestyle, with an abundance of fitness facilities, yoga studios, and healthy dining options. Additionally, the city's moderate climate with over 300 days of sunshine per year provides ample opportunities for residents to enjoy the great outdoors and the region's stunning landscapes.

ABOUT COLORADO SPRINGS



Beyond its natural beauty, Colorado Springs offers a robust job market with a growing tech industry, a strong military presence, and a thriving healthcare sector. The city is also home to several prestigious educational institutions, including the United States Air Force Academy,

the University of Colorado Colorado Springs, and Colorado College, providing excellent opportunities for both students and educators.

With a low cost of living compared to other major cities in the state, a strong sense of community, and a wide range of cultural attractions

such as museums, theaters, and festivals, Colorado Springs is a well-rounded city that appeals to individuals and families seeking a high quality of life in a breathtaking mountain setting.

SUPERINTENDENT

Profile

The Colorado School for the Deaf and the Blind (CSDB) seeks a compassionate leader who is adept at bringing together communities with different needs towards a shared vision to serve as the school's next Superintendent. This role is pivotal in steering the institution toward building a culture of respect and collaboration when investing and contributing to each Deaf, Hard of Hearing, Blind, Visually Impaired and Deafblind student's future. This would be spearheaded by a commitment to innovation, equity, and excellence in education for CSDB students. The leader profile below identifies key themes that were gathered through surveys and several focus groups. The profile

describes a unique blend of qualities and experiences necessary to navigate the complex challenges and opportunities that face CSDB.

The Superintendent is essential for elevating CSDB to become an exemplary statewide resource for families and professionals and promote CSDB as an educational setting that is inclusive, accessible, and safe for students across the state of Colorado. The Superintendent will guide the programs at CSDB that provide not only an emphasis on academics through hands-on and real-world learning, but also support the whole child and emphasize the development of social-emotional development and learning.





VALUE COLLABORATION & ENGAGEMENT

In the eyes of the school community, the ideal leader is characterized by visibility and an authentic connection with all constituents. They recognize that being present and engaged is not merely a symbolic gesture but a powerful tool for fostering unity and trust within the school community. The school community places significant emphasis on emotional intelligence and empathy as essential qualities in interactions with people, recognizing their crucial role in unifying the community and nurturing a sense of belonging.

The next leader's ability to excel in this aspect is paramount, requiring a combination of strategic thinking, creativity, and unwavering confidence. This visionary leader understands that meaningful engagement is the cornerstone of a thriving educational environment. They actively seek out opportunities to connect with students, parents, and staff, being highly visible and approachable. By prioritizing these values, they create an inclusive and harmonious atmosphere where collaboration flourishes, relationships deepen, and every group of constituents has a perspective that is valued.



COMMITMENT TO ANTI-ABLEISM

The ideal next school leader is a person who embodies an unwavering commitment to dismantling ableism and championing a profound and widespread cultural shift in how Deaf, Hard of Hearing, Blind, Visually Impaired and Deafblind students are perceived and supported. This visionary leader possesses a deep understanding that disability does not define a person's potential, and they tirelessly advocate for equal respect, opportunities, and recognition of the remarkable abilities and aspirations of every student.

With understanding the unique needs of the CSDB students as their guiding force, they foster an inclusive environment where diversity is celebrated, ensuring that students' unique talents and goals are not only acknowledged but nurtured. This leader's dedication to challenging stereotypes, addressing -isms, and breaking down barriers would empower the entire school community to embrace a mindset that views every challenge as an opportunity to treat each student as a beacon of untapped potential. The leader's resolute commitment to an anti-ableist vision sets the stage for transformative change, where CDSB students can flourish and thrive.

ENSURE RELEVANCE AND INNOVATION

The school relies heavily on its leader to maintain a reputation as a relevant, innovative, and excellent educational institution. Central to the school's mission and aspirations is an expansive outreach that extends beyond its campus, with the goal of becoming a statewide presence that positively influences and serves Deaf, Hard of Hearing, Blind, Visually Impaired and Deafblind students across the state. It is imperative that the next leader possesses a rich reservoir of leadership experience marked by a holistic understanding of the diverse

student population they serve.

This visionary leader is expected to work collaboratively with the Board of Trustees to formulate Strategic Plans that lead to the development of new programs and services, all finely tuned to meet the evolving needs of the students. Furthermore, this leader's commitment to progress extends to exploring the latest educational, technological, and career trends to ensure the school remains not just current but ahead of the curve, perpetually aligned with the future needs of its students.



SUPERINTENDENT LEADER PROFILE

ACADEMIC EXCELLENCE

Fostering academic excellence is a cornerstone of our educational philosophy. It hinges on our unwavering commitment to challenging students to surpass their perceived limits or limits imposed on them by others, by equipping them for a promising post-secondary future, whether through employment opportunities or continued education. Our approach is rooted in personalized learning experiences that cater to the distinct needs and aspirations of each student.

Achieving this vision lies within the purview of the Superintendent, who plays a pivotal role in realizing this goal. They champion academic excellence by advocating for a dedicated and passionate instructional staff, addressing critical concerns such as staff retention, recruitment of new educators, facility enhancements, and the maintenance of rigorous academic standards, all of which directly impact the success of every student's educational journey.

Nurturing student success through academic excellence requires a multifaceted approach that extends beyond the classroom. It necessitates an educational leader who recognizes that the foundation of achievement is laid upon a supportive and thriving academic environment. The Superintendent, as a key driver of this commitment, must tirelessly work to ensure that the faculty remains motivated and engaged, fostering an atmosphere that encourages students to push their boundaries and strive for greatness. By strengthening staff retention and recruitment, they guarantee the presence of dedicated educators who inspire and guide students towards their full potential.

CSDB COMMUNITY PRIORITIES FOR THE NEXT SUPERINTENDENT

Retention and recruitment of qualified faculty and staff

82%

Developing a climate of trust in the community

68%

Advancing standards for student achievement

60%

Fostering a positive learning environment

58%

Strategic planning and creating a shared vision (Tie)

55%

Successful management of budget and operations (Tie)

55%

SUPERINTENDENT LEADER PROFILE

VISIBLE LEADER

Being a visible and inclusive leader is a paramount expectation for the next individual to assume this role. The school community envisions a leader who embodies, encourages, and cultivates a culture of kindness, collaboration, and trustworthiness. The leader is expected to foster an environment where feedback is welcomed, inclusion is paramount, accessibility is prevalent in every aspect of the school's existence, and including the communities being served by the school

in critical decisions is a fundamental principle. This leader is deeply committed to empowering both staff and students and shows a genuine willingness to understand the unique needs of the Deaf, Hard of Hearing, Blind, Visually Impaired and Deafblind communities by actively seeking out their perspective and experiences. They are characterized by their capacity to learn and adapt, with transparency, active listening, and humility as foundational attributes.



SUPERINTENDENT

Job Description

JOB DESCRIPTION

The Superintendent shall be a person who is a competent educator of deaf children, blind children, or children with multiple disabilities or sensory impairment; and acquainted with school management and classroom instruction of deaf children, blind children, or children with multiple disabilities or sensory impairment.

CHARACTERISTICS:

- Articulate and passionate about children who are deaf and/or blind
- Collaborative
- Open and willing to listen and try new ideas
- Strong communication and organizational skills
- Forward thinker/visionary with student focus
- Comfortable working with diverse groups
- Previous experience as a teacher, administrator and leader of programs for students who are deaf and/or blind
- Ability to work with a 7-member governing Board of Trustees

REPORTS TO:

Board of Trustees

SUPERVISES:

Directly or indirectly all employees of the school

SALARY RANGE:

- \$140,000-\$170,00
- One-time signing bonus of up to \$5,000

JOB GOAL:

To provide leadership in developing and maintaining the best possible educational programs and services, for day and residential students, and the continued implementation of statewide Outreach programs and services.

PERFORMANCE RESPONSIBILITIES:

The Superintendent shall be responsible for the general management of the school under the requirements of the state and the policies of the Board. The Superintendent shall be responsible for guiding the development of the educational objectives and programs of the school to fulfill the educational needs of all students. The Superintendent shall: (a) provide overall direction to the activities of the school and its personnel toward the accomplishment of the school's Strategic Plan and the Board's goals; (b) administer the policies of the Board; (c) conserve the school's assets and resources; and (d) maintain and enhance the school's standing in all its internal and external relationships.

JOB DESCRIPTION

The management responsibilities of the Superintendent shall extend to all activities of the school, to all phases of the educational program and to all parts of the physical plant.

OPERATIONS

The Superintendent shall:

- Manage the work of all personnel in planning and program development and direct the activities of the school and residential program. The Superintendent may delegate these responsibilities together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results of any portion of the accountability.
- Manage the development of long- and short-range educational objectives for the improvement and growth of the school and of the school's educational activities.
- Manage the development of the overall educational process and administrative procedures and controls necessary to the implementation of educational programs for the achievement of the educational objectives of the school, including state and school content standards.
- Manage the regular and systematic evaluation, analysis and appraisal of the achievements of students and the performance of personnel in each of the educational programs or activities against the school's stated objectives.
- Report to the Board the progress and status of the programs and activities of the school.
- Inform the Board on all matters of major importance or significance to the activities, programs and progress of the school. The Superintendent will timely communicate any significant issues, legal matters, or other substantial developments concerning the school or Board to the Board chair. When possible, such communication should take place within two business days of the Superintendent receiving notice of the matter.



JOB DESCRIPTION

ORGANIZATION

The Superintendent shall:

- Establish and maintain an administrative organization which provides for the effective management of all the essential functions of the school.

PERSONNEL.

The Superintendent shall:

- In accordance with applicable law, develop and implement policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration for the school.
- Ensure the maintenance of adequate and properly trained administrative and supervisory personnel throughout the school.
- Obtain the Board's approval regarding the appointment of school officers and employees.
- Supervise assigned personnel and conduct periodic evaluations and appraisals of their performance.
- Set the compensation for all non-teaching employees in accordance with applicable law.
- Implement salary increases and salary adjustments for certified staff, in accordance with applicable law.

FINANCES

The Superintendent shall:

- Work diligently with members of the Colorado State Legislature, to include the Joint Budget Committee for annual budget purposes and the Capital Development Committee to secure necessary funding for facilities and grounds.
- Direct the development of the annual budget of the school.
- Review and recommend programs and supporting data for funds to be included in the annual budget of the school.
- Provide for the overall management of the school's financial activities and take appropriate action to ensure that expenses are kept within the approved budgetary limits of the school.
- Assist program administrators in maintaining economy and efficiency in the operation of their administrative units.
- Maintain an active contact and familiarization with all local, state, federal and philanthropic programs which provide or could provide financial assistance to the school.

RELATIONSHIPS

The Superintendent shall:

- Develop a relationship with members of the Colorado State Legislature.
- Act as executive officer for the Board.
- Act as professional adviser to the Board.
- Attend meetings of the Board with the right to comment on all issues.
- Prepare the agenda for all educational matters for all meetings of the Board and deliver the agenda with pertinent information on each item well in advance of the meeting.
- Participate in local, state and national professional organizations.
- Serve as the face of CSDB, the representative of the school system and the community at meetings on the local, state and national level.
- Maintain a cooperative working relationship between the school and the community and community agencies.
- Establish and maintain relationships within and outside the school as required to carry out his or her responsibility.
- Help students attain the skills and knowledge necessary for college and careers.
- Performs other duties and takes on necessary responsibilities as assigned/ needed.

JOB DESCRIPTION

MINIMUM QUALIFICATIONS:

- Master's Degree in Education, Administration, Leadership or a related field.
- Knowledge of applicable Federal, State, and Local laws, rules, and regulations.
- Teaching experience working in K-12 education or its equivalent.
- Minimum of three years administrative experience.
- Administrator License or the ability to obtain a Colorado Administrator License.

PREFERRED QUALIFICATIONS:

- Knowledge of and experience with American Sign Language.
- Experience with Deaf Education.
- Experience with Blind and visually impaired education.
- Experience with dual schools.
- Experience implementing Diversity, Equity, and Inclusion initiatives.



JOB DESCRIPTION

In addition to a great agency and rewarding, meaningful work, we offer:

- Strong, secure, yet flexible retirement benefits including PERA Defined Benefit Plan or PERA Defined Contribution Plan plus 401K and 457 plans
- Medical and dental health plans
- Short- and long-term disability coverage
- Paid life insurance
- 11 paid holidays per year plus vacation and sick leave
- Wellness program, tuition reimbursement, training opportunities and more
- Employee Wellness program MotivateMe
- BenefitHub state employee discount program
- Paid Family Medical Leave up to 160 hours (pro-rated based on FTE)

COMPENSATION / BENEFITS:

The State of Colorado and CSDB demonstrate commitment to our employees with a competitive benefits package. Although individual benefits will vary, in general, for every \$100 that employees earn, the state contributes approximately \$25

in additional compensation. For example, the State contributes to employee health/dental/vision care coverage, life insurance coverage, short-term disability insurance coverage, retirement, and personal leave. For more information about insurance benefits, visit the State of Colorado website: <https://www.colorado.gov/dhr/benefits>.

We are committed to increasing the diversity of our staff and providing culturally responsive programs and services. Therefore, we encourage responses from people of diverse backgrounds and abilities.

The State of Colorado believes that equity, diversity, and inclusion drive our success, and we encourage candidates from all identities, backgrounds, and abilities to apply. The State of Colorado is an equal opportunity employer committed to building inclusive, innovative work environments with employees who reflect our communities and enthusiastically serve them. Therefore, in all aspects of the employment process, we provide employment opportunities to all qualified applicants without regard to race, color, religion, sex, disability, age, sexual orientation, gender identity or expression, pregnancy, medical condition related to

pregnancy, creed, ancestry, national origin, marital status, genetic information, or military status (with preference given to military veterans), or any other protected status in accordance with applicable law.

The Colorado School for the Deaf and the Blind (CSDB) is committed to the full inclusion of all qualified individuals. As part of this commitment, our agency will assist individuals who have a disability with any reasonable accommodation requests related to employment, including completing the application process, interviewing, completing any pre-employment testing, participating in the employee selection process, and/or to perform essential job functions where the requested accommodation does not impose an undue hardship. If you have a disability and require reasonable accommodation to ensure you have a positive experience applying or interviewing for this position, please direct your inquiries to our ADAAA Coordinator, Traci K. Monger / Human Resources Manager, at email: tmonger@csdb.org or call (719) 578-2114.

HOW TO APPLY

PLEASE SEND ALL QUESTIONS, NOMINATIONS, AND APPLICATIONS TO:

Shane Feldman, Chief Executive Officer
Innivee Strategies, Inc.
apply@innivee.com

FOR MORE INFORMATION
ABOUT THE COLORADO
SCHOOL FOR THE DEAF
AND THE BLIND,
PLEASE VISIT
[HTTPS://CSDB.
COLORADO.GOV/
ABOUT-CSDB/
SUPERINTENDENT-
SEARCH](https://csdb.colorado.gov/about-csdb/superintendent-search)

Interested candidates should submit a cover letter, resume, and three references to apply@innivee.com. All applications submitted by November 12, 2023 at 12:00 pm MST, will receive full consideration.

The Colorado School for the Deaf and the Blind is an Affirmative Action/Equal Opportunity Employer.