Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	Director of Student Services
Department:	Educational Services
Reports to:	Assistant Superintendent of Educational Services

SUMMARY:

Under the direction of the Assistant Superintendent, provides coordination, implementation, and monitoring of a district-wide Multi-Tiered System of Supports (MTSS) and student discipline. Essential job elements include coordinating the delivery of comprehensive services, ensuring implementation of evidence-based practices and programs, promoting collaborative planning and problem solving and supporting an infrastructure for data driven decision making. Seeking, providing, and supporting professional development opportunities and advancing meaningful parental and community involvement will be a component as well.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinates the implementation of a Multi-Tiered System of Supports (MTSS) and discipline at the district and site levels, including site administrator meetings and training related to MTSS, discipline, suspensions, and expulsions.
- Assists school sites with the implementation of student data systems used to monitor suspensions, chronic truancy, and office discipline referral rates.
- Coordinates and serves as the hearing officer for student expulsions.
- Advises the Superintendent and Board of Trustees regarding student expulsions and suspensions.
- Provides leadership in the development, implementation, and evaluation of comprehensive attendance improvement and dropout prevention programs and strategies.
- Collaborates with school sites to develop and implement infrastructure to support comprehensive, collaborative planning and data-driven decision making using an ongoing problem-solving model.
- Plans, coordinates, and facilitates the implementation of academic and behavioral screenings at the elementary, middle, and high school levels.
- Establishes a process for continuous analysis, review, and refinement of services.
- Supports the ongoing implementation of a documentation system to ensure sufficiency of supplemental (targeted) and intensive interventions.
- Facilitates the involvement of students and families in the development and evaluation of supplemental and intensive interventions.
- Collaborates with educators and other stakeholders to create safe, healthy, and supportive learning environments for all students.
- Coaches school site teams in the selection of effective, evidence-based instructional interventions and strategies
- Provides assistance in designing and implementing targeted push-in or pull-out intervention to small groups of students before, during, and after school.
- Facilities and oversees extended learning opportunities for students beyond the school day and/or year.
- Provides support in gathering and evaluating data obtained for intervention efforts.
- Collaborates with site leadership teams to evaluate the effectiveness of and make adjustments to intervention programs.
- Assists in the purchase of software and equipment needed for certain types of intervention.
- Models and supports teachers in providing intervention within the tier one framework.

- Helps coordinate and organize academic intervention tutors on school sites to assist with intervention activities.
- Provides formal and informal feedback and professional development for teachers on instructional strategies and classroom practices aligned to research and standards-based tiered instructional practices.
- Performs other related duties as assigned.

QUALIFICATION REQUIREMENTS:
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.

EDUCATION and/or EXPERIENCE:
Bachelor's Degree and Administrative Services Credential required. At least 3 years of site level administrative experience preferred.

CERTIFICATES, LICENSES, REGISTRATIONS:
Appropriate and current California administrative credential

LANGUAGE SKILLS:
Ability to read, analyze, and interpret student achievement and behavioral data. Ability to write reports, correspondence, and procedural manuals. Ability to effectively present information and respond to questions from groups of managers, educators, support staff, and the general public.

MATHEMATICAL SKILLS:
Ability to work with mathematical concepts such as probability and statistical inference and graphs. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations and analyze data from multiple sources.

REASONING ABILITY:
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

OTHER SKILLS and ABILITIES:
Ability to apply knowledge of current research and theory to instructional programs and school/District level student supports; ability to plan and implement action plans based on school objectives and the needs and abilities of assigned students. Ability to establish and maintain effective relationships with students, peers, instructional staff, administration, and parents; skill in oral and written communication.

PHYSICAL DEMANDS:
Physical Abilities: Sit for prolonged periods, work with minimal supervision, think logically, be attentive to detail, and utilize problem-solving methodology. Work with diverse audiences and present information in clear understandable formats.

Significant physical abilities: The physical demands described here 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. While performing the duties of this position, the employee is frequently required to sit, walk, stand, and talk or hear. Specific vision abilities required by this job include close vision, distance vision. Some driving is required. Frequent writing is required. Occasionally, yet essential

to this position, the individual must meet deadlines with severe time constraints, interacting with the public and other workers. Occasionally the position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being or work output of other people and meet multiple demands from several people. Lifting objects up to 15 pounds is required.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate to quiet.

The information contained in this job description is for compliance with the American with Disabilities Act (ADA.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Board Approved on 12/05/2023