Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Director of Student Services**	FLSA Status:	**Exempt**
Job Family:	**Administrative**	Pay Range:	**A/P Schedule, Grade H**
Prepared/Revised Date:	**March 4, 2026**	Job Code:	**10408**
		Days:	**260**

SUMMARY: Responsible for providing system-level leadership to design, coordinate, and ensure the effective implementation of a comprehensive, compliant, and integrated continuum of student supports across the district. Oversee cross-functional teams and coordinators responsible for Section 504, Title IX and compliance prevention and response, counseling, MTSS for social, emotional, and behavioral supports, mental health and prevention, restorative and trauma-informed practices, health services, audiology services, and community-based programming.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Lead implementation of the district's Unified Improvement Plan and Board of Education Ends as they relate to student services, wellness, and equitable access to supports based upon data-driven decision making.
2. Collaborate with Academic Cabinet and cross-departmental leaders (Curriculum & Instruction, Language, Culture & Equity, Professional Development, Integrated Services, and other Academic departments) to ensure coherent, integrated student support systems.
3. Represent Student Services in shared leadership structures and district committees, contributing to cohesive decision-making and alignment across departments.
4. Interpret, monitor, and ensure compliance with Board policies, administrative regulations, and state and federal mandates related to Student Services (e.g., mandated reporting, drug and suicide prevention, FERPA, crisis response, sexual assault protocols, and due process).
5. Provide strategic leadership and systemwide oversight for Section 504, Compliance Prevention and Response, and incident reporting processes, ensuring consistent implementation, staff training, and adherence to Title IX and related compliance requirements.
6. Supervise and coordinate the district's Compliance Prevention and Response Team, including Title IX, ADA, and Service Animal Compliance Officers, to ensure consistent, legally sound practices across schools.
7. Lead the district-wide MTSS-SEB framework by supervising the MTSS-SEB Coordinator and coaching team; guide building administrators in the effective implementation of tiered behavioral supports for students demonstrating behavioral needs in collaboration with the district MTSS leadership and school teams.

8. Oversee the Mental Health and Prevention framework by directing the Mental Health and Prevention Coordinator and Mental Health Specialists to advance district strategies related to student mental health, prevention, and belonging.
9. Provide system leadership for Student Services Coordinators, ensuring the implementation and alignment of restorative practices, trauma-informed approaches, and related programming with the District Strategic Plan and Unified Improvement Plan.
10. Direct and support the Counseling Program through supervision of the Counseling Coordinator to ensure a cohesive K-12 comprehensive school counseling framework addressing academic, career, and social/emotional development for all students.
11. Direct the Health Services program, including the school nurse division, health technicians, and coaching supports, to ensure high-quality, compliant health services and programming district wide.
12. Oversee educational audiology services and associated programs to ensure equitable access and alignment with student service delivery standards.
13. Align and manage community-based initiatives that enhance student mental health, prevention, and belonging, oversee partnership processes and ensure strategic coordination with district priorities.
14. Serve as the district liaison to community boards and interagency committees, provide strategic oversight of the Community Partnership Strategy focused on mental health and belonging.
15. Oversee the development, execution, and monitoring of Memoranda of Understanding (MOUs) with community partners to ensure compliance, clarity of roles, and alignment with district goals.
16. Manage and evaluate key support programs, including community partnership processes, the Teen Parenting Program, and Homebound instruction, ensuring program effectiveness and equitable access.
17. Lead the development, implementation, and sustainability of grants and externally funded initiatives aligned to student services (e.g., health, mental health, MTSS), ensuring compliance and long-term integration within district systems and community partnerships.
18. Develop, monitor, and steward multiple funding streams and annual budgets to ensure strategic allocation of resources that support Student Services priorities and program effectiveness.
19. Demonstrate professional responsibility through consistent, timely attendance and fulfillment of leadership duties.
20. Perform additional system-level leadership responsibilities as assigned to advance the mission and strategic priorities of Student Services.
21. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's Degree in Education, School Administration, or other mental health master's degree
- Five years of administrative leadership experience required
- Equivalent combination of education and experience is acceptable
- Leadership experience at school or district level required

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid US driver's license
- Valid Colorado teaching or special service provider license with appropriate endorsement preferred
- Colorado Principal or Administrator's License required

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Knowledge of Elementary and Secondary Education Act (ESEA), Section 504, FERPA, and Title IX regulations
- Knowledge of behavior support services including Multi-tiered Systems of Support (MTSS and MTSS-SEB)
- Ability to communicate, interact, and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds
- Knowledge of current PSD vision, mission, and School Board District Ends
- A belief that all students are capable of learning
- Human relations skills
- Ability to maintain confidentiality in all aspects of the job
- Critical thinking and problem-solving skills
- Ability to manage numerous and diverse budgets
- Oral and written communication skills
- Ability to set high standards and achieve them
- Ability to show respect and sensitivity to individual needs/concerns
- Ability to protect and maintain student confidentiality
- Demonstrate concern for student health and safety
- Ability to effectively communicate with leadership, staff, parents, and students
- Ability to frequently travel among district facility locations
- Ability to manage multiple priorities
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Office and/or other department software packages
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Assistant Superintendent of Schools – Area B	
Direct reports:	Assistant Director of Student Services	1
	Coordinator Compliance Prevention & Response	2
	Coordinator Health Services	1
	Coordinator Mental Health & Prevention	1
	Coordinator Counseling	1
	Coordinator Mental Health Intern & Fellowship	1
	Coordinator MTSS-Social Emotional Behavior (SEB)	1
	Coordinator Student Services	2
	TOSA-504 Compliance Specialist	1
	TOSA-Teen Parenting Program Coordinator	1
	TOSA-Mental Health Team Lead/Mental Health Specialist	1
	Audiologist Educational	2
	Program Specialist SART (Sexual Assault Resource Team)	1

- Responsible for interviewing, hiring and training employees; planning, assigning and directing work; appraising performance; rewarding, disciplining and terminating employees; and addressing complaints and resolving problems

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Walk			X	
Sit			X	
Use hands to finger, handle or feed			X	
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize				X
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate				x

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	