Position: Executive Director - Student Services & Support	FLSA: Exempt	Work Days: 223
Reports to: Associate Superintendent or Designee	Salary: Certificated Management Salary Schedule – Range B	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY:

The Executive Director - Student Services & Support provides leadership, direction, and oversight of districtwide Student Services programs, including mental health, social-emotional learning, PBIS, student wellness, school climate, crisis response, and comprehensive supports that promote safe, supportive, and inclusive learning environments.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include, but are not limited to, the following:

- Supervise, support, and evaluate staff as assigned; foster a culture of accountability, collaboration, and professional growth.
- Provide leadership aligned with the District's Vision, Goals, Core Values, and Theory of Action for Student Success.
- Plan, organize, and oversee assigned functions to support effective operations, continuous improvement, and alignment with district priorities.
- Use data and evidence to inform decision-making, monitor progress, and drive outcomes through the Cycle of Continuous Learning and Improvement (CCLI).
- Promote equitable access to programs and services and inclusive practices that support the success of all students.
- Maintain compliance with applicable laws, regulations, policies, and collective bargaining agreements.
- Oversee and/or support budgeting, resource allocation, and strategic planning efforts to advance district goals (as applicable).
- Promote safe, positive, and productive learning and working environments.
- Develop, recommend, and implement districtwide policies, procedures, and systems related to Student Services, mental health, PBIS, wellness, school climate, and student support.
- Provide districtwide leadership in the design, development, implementation, and coordination of Student Services programs across all school levels.
- Oversee systemwide implementation and evaluation of mental health services, counseling programs, social-emotional learning, and crisis response protocols.
- Ensure continuity, consistency, and equitable access to student support services, including behavior intervention, mental health supports, and wellness programs.
- Monitor compliance with federal, state, and local mandates regarding mental health, mandated reporting, Section 504, safe school requirements, and student support systems.
- Coordinate the selection, development, and use of intervention curricula, SEL programs, behavior systems, mental health tools, and data platforms to support student needs.
- Plan, coordinate, and facilitate professional development for site administrators, counselors, psychologists, mental health providers, behavior staff, and other student support personnel.
- Evaluate the effectiveness of student support programs through data analysis, program review, climate surveys, intervention outcomes, and stakeholder feedback.
- Manage districtwide PBIS implementation, including coaching, fidelity monitoring, data use, and alignment with MTSS.
- Support crisis response systems related to mental health and districtwide wellness protocols in partnership with site leaders and community agencies.
- Collaborate with principals, district leadership, and community partners to build integrated systems of academic, behavioral, and social-emotional supports.
- Develop, administer, and monitor budgets related to Student Services, mental health, PBIS, and associated grants and funding streams.
- Serve as district liaison to community mental health agencies, county offices, law enforcement partners, public health agencies, and family/community organizations.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices related to the technical aspects of the assigned department.
- Federal, State, and local laws, regulations, Education Code provisions, and collective bargaining agreements applicable to assigned departments.
- District organization, operations, policies, goals, and objectives.
- Recordkeeping, office organization, and standard administrative practices.
- Proper English usage, including grammar, spelling, punctuation, and vocabulary.

Ability to:

- Communicate effectively orally and in writing and build effective working relationships with diverse audiences, including staff, students, families, community partners, and stakeholders.
- Exercise sound judgment in problem-solving, conflict resolution, and decision-making.
- Adapt to changing priorities and organizational needs with flexibility and professionalism.
- Manage budgets and allocate resources in alignment with district priorities, as applicable.

PHYSICAL ABILITIES

Positions in this classification typically require the following physical abilities to successfully perform the essential functions of the job, with or without reasonable accommodation:

- **Mobility:** Ability to sit, stand, and walk for extended periods of time. Ability to move throughout district facilities, school sites, offices, warehouses, and community locations as required.
- **Manual Dexterity:** Sufficient fine motor skills to operate a computer, keyboard, mouse, tablet, telephone, and other standard office equipment. Ability to write, type, review, and prepare documents accurately.
- **Vision:** Ability to read printed materials and electronic documents, review data, and analyze reports. Adequate visual acuity to utilize computer screens for extended periods and observe site conditions.
- **Hearing and Speech:** Ability to hear and understand conversations in person, over the telephone, and through virtual platforms. Ability to speak clearly to participate in meetings and direct communication with individuals and groups.
- **Lifting/Carrying:** Ability to occasionally lift, carry, push, or pull materials and equipment typically up to 25 pounds.
- **Reaching/Bending/Stooping:** Ability to bend, stoop, reach, and stretch as required.
- **Travel:** Ability to travel between district sites, community locations, and external meetings. May require operation of a personal or district vehicle.
- **Work Environment Tolerance:** Ability to work in standard office settings as well as school, operational, warehouse, or outdoor environments, which may include moderate noise levels and varying temperatures.
- **Extended Work Hours:** Ability to work extended hours, evenings, and occasional weekends as required for meetings, events, emergencies, or operational needs.

EDUCATION AND EXPERIENCE

Any combination of experience and training that would likely provide the required knowledge and abilities could qualify someone for this position. A typical way to obtain the knowledge and abilities would be:

- Education: Equivalent to a master’s degree from an accredited college or university in education, educational leadership/administration, counseling, school psychology, social work, public administration, or a closely related field.
- Experience: Five years of progressively responsible experience in a K–12 educational or public agency setting, including at least two years in a leadership or administrative capacity at the principal level or higher (or equivalent experience).

LICENSES AND CERTIFICATES

- Valid California driver’s license required
- Valid California Teaching Credential required
- Valid California Administrative Credential preferred