

Columbia Public Schools

Excellence in Education for All Students

Job Description

POSITION PROPERTIES

Position Title: Director of Student Support Services

Schedule / Grade: Salaried Support / 8

Job Code: 01DIRCT279

FLSA: Exempt

Calendar: ADSUP-S

Benefits: Eligible (Retirees not Eligible)

Contract Type: ADMIN

Bargaining Unit: None

Revised Date: 12/19/2025

PURPOSE

To assist students and school staff with behavior support and intervention for general education students. Supervise Behavior Support Coaches and teaching staff in alternative programs.

ESSENTIAL RESPONSIBILITIES AND DUTIES

Director of Student Support Services

- Provide direct behavior support to all school behavior support teams
- Back up support to all elementary and middle schools
- Participate in tier 2 and 3 secondary building level student support team meetings, as needed
- Supervise and evaluate Behavior Support Coaches
- Develop and provide professional development around de-escalation, classroom management and trauma-informed care to building staff
- Work closely with and attend monthly meetings with FACE Regional Coordinators and Family Intervention Specialist to determine, plan and support needed services
- Participate in both secondary and elementary principal and assistant principal meetings when behavior or behavior support planning is addressed
- Attend other behavior related meetings as requested
- Assign and support Behavior Support Coaches to elementary buildings and principals
- Consult and communicate with Executive Directors of Elementary and Secondary, and Chief Equity Officer regarding building level behaviors and plans for success

- Oversee the Juvenile Justice Center (JJC) and YES Academy Programs, involving the duties below (this is not an all-encompassing list):

Juvenile Justice Center

- Supervise and oversee the school programs at the Robert L. Perry Juvenile Justice Center
- Supervise and evaluate three teachers at the center (2 Title 1 D teachers/1 special education teacher)
- Director of Student Services to determine need for RES (extended suspension hearings due to safe schools' violations)
- Maintain accurate data and student records for Title 1 D funding
- Work with Director of Federal Programs to complete and submit yearly worksheets for funding
- Complete and submit public placement forms for Out of District students to our accountant for billing
- Develop and maintain individual education plans for long term students to determine their best path for graduation
- Maintain accurate data on special education, 504 and EL students' attending courses at the juvenile justice center
- Maintain accurate attendance data for program

YES! Academy

- Supervise and evaluate 1 teacher and 1 Home School Communicator assigned to the program.
- Receive referrals from Juvenile Office or Director of Student Services for potential students for the program
- Collect and dispense current educational information for committee to review prior to staffing
- Set up and lead YES! Academy staffing with CPS, Juvenile Office representatives, student and family
- Work directly with home school administration, school counselor and registrar on student educational plans
- Work with home building registrars to get students enrolled in alternative building for data purposes
- Receive and maintain accurate attendance data for program

Safe Crisis Management (SCM)

- Lead Trainer for the program responsible for coordination of currently seven district level trainers.
- Work with office of professional development to schedule and staff as many as 15 initial and refresher trainings each year

- Train and skill out district employees that require this level of training each year (currently over 300 staff trained)
- Maintain attendance and training date records as well as testing scores for all individuals trained
- Oversee and access SCM reports from the three different systems that have been utilized in order to provide data and information to Human Resources and district lawyers when needed for liability concerns
- Responsible for emailing of each report to guardian within five days per Board Policy
- Responsible for running monthly report of district holds and uploading into the DESE system as required by law

Creating Welcoming Communities Training

- Work with Chief Equity Officer to develop training modules on CWC
- Serve as the first contact for team members when they have questions or concerns about the instructional materials and modules

Behavior Education Plan (BEP) and Infinite Campus Discipline

- Provide a variety of trainings around Infinite Campus, the EP includes the behavior matrix to teachers, administrators, and other school staff
- Serve as a collaborator for administrators as they learn to work with the BEP and matrix when providing discipline and intervention at the building level
- Provide a variety of district level trainings around Infinite Campus discipline (referrals, incidents), classroom issues and how to submit referrals for teachers

Perform other duties as necessary to support the mission and vision of Columbia Public School District.

DISTRICT EXPECTATIONS

All employees of the District are expected to adhere to the policies and regulations of the Board of Education, maintain appropriate certification and competencies necessary for the position, and demonstrate the values of the district at all times. For information on policies, regulations and values, visit <http://www.cpsk12.org>.

REPORTING RELATIONSHIPS

Reports To: Chief Equity Officer

Supervises: JJC & YES Academy Teacher; District Behavior Support Coaches

QUALIFICATIONS

Minimum: Master's or Education Specialist degree; Administrator Certification; minimum of 3 years in a leadership position; minimum of 3 years in an educational setting

Preferred: Degree in education or social services; Extensive background in behavior support and intervention.

Ideal: Background in Safe Crisis Management or other safety intervention system

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, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

ADA REQUIREMENTS

Language: Present information to teachers, staff, other administrators, and the Board of Education. Respond to common questions and concerns. Interview students, staff, and teachers. Read, analyze, and interpret professional journals, memoranda, Board policies, administrative procedures, and statutes. Write business correspondence, including staff memoranda and newsletter articles, as needed. Keep information confidential when required by law, policy, or the nature of a particular situation. These are essential functions of the job.

Computation: Work with mathematical concepts, such as probability and statistical inference, and analyze data for instruction; Apply concepts such as fractions, percentages, ratios and proportions to practical situations. These are essential functions of the job.

Reasoning: Solve a variety of problems in many different situations; Interpret instructions presented in written, oral, diagram or schedule form; Apply knowledge of current educational theory and instructional techniques while presenting subject matter to students; Demonstrate executive functions such as planning, organizing, remembering, and regulating information and behavior as they pertain to student performance and achievement. These are essential functions of the job.

Other Skills and Abilities: Identify needs and abilities of individual students and to adapt instructional methods; accordingly, Establish and maintain effective relationships with students, peers and parents; Perform multiple tasks simultaneously. These are essential functions of the job.

Technology: Integrate technology into daily use; present information to students and staff using a variety of media; Access and present information from online sources in a manner that enhances presentation and instruction; Use district software for collecting information, creating reports and appropriate recording; Readily utilize smart boards, projectors and other instructional technology provided by the district; Adhere to all District policies and procedures regarding technology use. These are essential functions of the job.

Physical Demands: An individual who holds this position must frequently move in and around the building and grounds to visit classrooms, attend meetings, and supervise bus loading and unloading and also be able to sit for an hour or more at a time. The position requires the ability to hear conversations in a noisy environment. Consistent and regular attendance is an essential function of this position. The individual who holds this position will be expected to attend Board meetings, student activities and events, and IEP meetings. These are essential functions of the job.

Attendance: Consistent and regular attendance is an essential function of this position.

Conditions and Environment: The work environment is consistent with a typical office environment; however, the individual who holds this position will occasionally be required to be outside in temperatures below freezing and above 100 degrees. The individual who holds this position is frequently required to work irregular or extended hours. These are essential functions of the job.

Prospective and current employees with disabilities are encouraged to contact human resources to discuss reasonable accommodations to perform the essential job functions.

Equal Opportunity Employer