

MAPLE RUN UNIFIED SCHOOL DISTRICT
Job Description

Job Title: Student Support Director
Location: Superintendent's Office
Job Group: Administrator
Reports To: Superintendent

Summary: This is a dynamic position in which the Student Support Director will work collaboratively with stakeholders in implementing a cohesive, district-wide system of behavior support and proactive diversity, equity and inclusion initiatives. This includes building the district's capacity to implement Multi-tiered System of Support (MTSS), cultivating a safe and civil school climate and culture, establishing a spectrum of environmental and systemic supports and safeguards, addressing students' social/emotional and behavioral needs, enhancing student engagement and helping students develop the adaptive skills essential to lifelong health and self-actualization.

Essential Duties and Responsibilities:

1. Collaborate with social, psychological and behavioral services teams, school-based administrators, school staff, central office staff.
2. Collaborate with school leadership teams to ensure that schools are using quantitative and qualitative data collection methods that can be monitored and analyzed on an ongoing basis.
3. Collaborate with building administrators to recruit, select, and supervise behavioral staff.
4. Oversee school and district behavioral staff and supervise their implementation of engagement strategies and positive behavioral supports.
5. Act as coordinator for the district's nurses, school counselors, and wellness programs.
6. Provide expertise and support services to school-based teams to assist in the Multi-Tiered Systems of Support (MTSS) process, and facilitate problem solving to enhance student engagement.
7. Ability to cultivate and maintain positive and collaborative relationships with private and public agencies such as Department of Children and Families (DCF), Northwest Counseling and Support Services (NCSS), and NFI.
8. Serve as district homeless liaison and oversee school homeless liaisons to ensure eligible students and families receive McKinney-Vento supports.
9. Oversee and manage Section 504 at the district level.
10. Monitor Rule4500 and provide appropriate training regarding the use of physical intervention.
11. Coordinates Title IX and HHB (Hazing Harassment and Bullying) student investigations.

Program Development

1. Plan and deliver specialized professional learning for school teams, incorporating best practices such as PBIS, Restorative Justice, Conscious Discipline, Life Space Crisis Intervention (LSCI), Applied Behavior Analysis, etc.

2. Build the capacity of school teams to implement a Multi-Tiered System of Supports (MTSS) for students who demonstrate behaviors associated with social maladjustment, students with a demonstrated, documented emotional/behavioral disorder, and other behavioral issues presented.
3. Collaborate on the planning, development and implementation of professional development/training and/or coordination of training and develop technical assistance for all schools.
4. Assist in the assessment and development of functionally based behavior change procedures, known as Functional Behavioral Assessments (FBA), for identified students requiring Tier II and Tier III interventions (individualized support and behavioral programming).
5. Assist in the development of programs for all students related to behavioral supports needs that result in positive student outcomes and organizational and operational efficiency. The focus should be on strengths, interests, and skills.
6. Support the design, implementation and evaluation of complex behavior interventions and specialized programs for students in need of mild to intensive behavior support.
7. Lead the development and implementation of proactive diversity, equity and inclusion initiatives.
8. Develop and interpret procedures for school teams pertaining to the behavioral needs of all students that comply with state and federal laws, statutes and guidelines.
9. Ensure equitable application of discipline policies through the systematic implementation of proven and promising practices that shape all student and adult behavior through risk reduction, prevention, early intervention, and individual student intervention.

Assessment and Research

1. Engage in self-development and self-directed research to keep up-to-date on current and emerging research, trends and best practices relevant to areas of responsibility.
2. Maintain and monitor a system for accurately accumulating, analyzing and reporting on data related to area of responsibility, including timely compliance with all state and federal regulations and program evaluation.
 - a. Analyze root causes of student lack of engagement, apply interventions, and monitor and evaluate progress in response to scientific research-based interventions.
 - b. Analyze behavior interventions for consistency and effectiveness of implementation.
 - c. Analyze, report on, and respond to trends related to MRUSD students and staff who are involved in behavioral incidents.
3. Assess school classroom environments for positive behavior practices that establish predictability, safety and consistency to encourage positive behavior, and redirect and replace maladaptive behaviors.

Related Duties

1. Respond to internal and external stakeholders in a timely, accurate, courteous and empathetic manner.
2. Perform other related duties as directed by the Superintendent of Schools.

Supervisory Responsibilities: Carries out MRUSD responsibilities in accordance with applicable laws and regulations as well as the organization's policies and procedures. Supervise school behavior technicians and coaches' implementations of engagement strategies and positive behavioral supports.

Qualification Requirements: To perform this job successfully, an individual must demonstrate a high degree of interpersonal communication skill and acute attention to detail. Demonstrates working effectively with and through stakeholders, working within organizational guidelines and problem-solving within organizational constraints. Excellent verbal and written communication skills as well as strong computer skills. Establish and maintain working relationships with all levels of the organization and collaborative relationships with private and public agencies. Take initiative, work independently, and interact efficiently with various groups and individuals. Works under stressful situations.

Education and/or Experience: Advanced degree in applicable field of behavior management/education with five (5) years of related experience. Supervisory experience and working in an educational or naturalistic, flexible setting.

Certificates, Licenses, Registrations: none

Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, or governmental regulations. Ability to communicate clearly and concisely both in oral (e.g.: presentations, training, meetings) and written form (e.g.: reports, correspondence, and procedures). Ability to effectively present information and respond to questions from individuals and groups of persons from the greater school community is required.

Mathematical Skills: Ability to calculate figures and amounts (such as discounts, interest, percentages, area) and to apply concepts of basic algebra and geometry is essential.

Reasoning Ability: Ability to define problems, collect data, establish facts, draw valid conclusions, and implement appropriate action. Ability to interpret an extensive variety of instructions in various forms and deal with several abstract and concrete variables. Ability to perform duties with awareness of all school district requirements and Board policies.

Other Skills and Abilities: Must be able to transport between school buildings, districts, and locations. Ability to apply knowledge of current research and theory in specific field. Demonstrated leadership ability and general knowledge of issues and problems in all disability areas of special education. Demonstrated ability to establish and maintain effective working relationships with students, staff, and the community and to maintain composure while engaged in stressful working conditions. Must be able to multitask and work effectively under tight deadlines.

Physical Demands: The physical demands described here are typical 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 job, the employee is frequently required to sit and occasionally walk or stand. The employee is frequently required to talk and hear. Specific vision abilities required by this job include close vision and the ability to adjust focus. Occasionally the employee uses hands and fingers to operate computers and office machines. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, and occasional irregular or extended work hours. The employee is responsible for safety, well-being, and work output of others. While performing the duties of

this job, the employee may occasionally push or lift up to 50 pounds, such as books or assisting the mobilization of students. Some travel to various locations may be required.

Work Environment: The work environment characteristics described here are typical 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 quiet but may vary from location to location. When visiting a building the noise level may be moderate to loud.

Terms of Employment: Per established agreement

Evaluation: Annual Performance review will be conducted by the Superintendent

Date: 5/14/2021

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. This position may perform additional duties and/or additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.