Job Title: Director of Student Services

Exemption Status/Test: Exempt/Executive*

Reports to: Executive Director of Student Services

Date Revised: October 2015

Dept. /School: Student Services and School Choice

Primary Purpose:
To effectively operate the district’s Student Relations Division and support the Department of Student Services and School Choice within the policies and procedures as set forth by the Garland ISD Board of Trustees and Superintendent.

Qualifications:

Education/Certification:
Valid Texas Teacher Certification
Master’s Degree
Mid-Management Administrative Certificate or equivalent

Experience:
Minimum three (3) years of experience as a teacher
Three to five (3-5) years’ campus administrative experience

Special Knowledge/Skills:
Ability to interpret policy, procedures and data
Strong communication, public relations and interpersonal skills
Thorough knowledge of hearing and appeals process
Ability to manage personnel

Major Responsibilities and Duties:

Student Management

1. Define and interpret the district's Problem Solving/Parent Grievance Process (Central level).
2. Conduct investigations regarding Parent/Student complaints and concerns – Level II Grievances.
3. Facilitate Level II Hearings on the district’s behalf.
4. Monitor and manage the Review 360 Student Management System district-wide.
5. Provide campus support in the following areas:
   c. Behavioral Response to Intervention.
   d. Discipline management techniques.
   e. Bullying allegations and procedures.
   f. District Alternative Education Program (DAEP) placements.
6. Confer with parents, students, central administration, campus administrators, district staff, and community members as needed.
**Instructional and Program Management**

7. Work with parents and administrators at the lowest level possible when dealing with complaints and concerns.
8. Coordinate implementation of the District’s Student Code of Conduct and Campus Discipline Plan, as well as annual revisions of Student Handbooks to support the educational goals of the district.
9. Collaborate with other Special Education Coordinator and 504 Coordinator on effective discipline strategies.
10. Implement transfer procedures district-wide.
11. Support principals and assistant principals in managing discipline and attendance cases.
13. Keep abreast of changes necessitating revision in the discipline management plan and appropriate Board policies.
14. Work the appropriate directors to ensure campus and district level compliance with TEA standards regarding student behavior and discipline.
15. Take leadership role in developing programs aimed at supporting positive student behavior.

**Organizational Climate**

16. Implement policies established by federal and state law, State Board of Education rules, and local Board policy in the areas of discipline and attendance.
17. Encourage and recognize excellence/improvement in student behavior and discipline at schools.
18. Relate to staff, students, and parents in ways that convey mutual respect, concern and high expectations.
19. Conduct on-site-visits with Campus Principals and staff.
   a. Project a positive image of the school district’s programs.

**Organizational Improvement**

20. Monitor program activities and serve as a resource person for district personnel and the community.
21. Provide technical assistance to Campus Principals so overall campus performance is improved.
22. Ensure Student Services/Student Relations are effective in supporting educational goals.

**Personnel Supervision**

23. Share input and documented information with Area Directors that impact the evaluation of Campus Principals (applicable Domains that address parent communication, student behavior, discipline, and school climate).
24. Resolve conflicts effectively and works in harmony with others.

**Administration and Fiscal/Facilities Management**

25. Supports and follows local, state, and federal rules and policies.
26. Implement appropriate school district policies and procedures for the campuses.
27. Coordinate the district management plan in conjunction with the Curriculum Instruction and Assessment Department & Technology Department.
28. Write and revise appropriate forms and booklets.
29. Promote environment for proper storage, collection, preservation, and dissemination of student discipline records.

**Policy, Reports and Law**

30. Implement policies established by federal and state law, State Board of Education rules, and local Board policy in the areas of discipline and attendance.
31. Compile, maintain and present all reports, records and other documents required.
32. Ensure compliance with all time lines and procedures as set out in all Board policies concerning student/parent hearings/grievances.
School/Community Relations

33. Articulate the District’s mission and goals in the area of discipline to the community and solicit community support in realizing the mission.
34. Demonstrate awareness of District/Community needs and initiative activities to meet those identified needs.
35. Demonstrate the use of appropriate and effective techniques for community and parent involvement.
36. Demonstrate skill in conflict resolution with administrators, parents, teachers, staff and community.
37. Provide two-way communication with principals, teachers, staff, parents and community.

Supervisory Responsibilities:

Supervise and evaluate the performance of support staff in the Student Services and Student Relations department.

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office equipment including personal computer and peripherals
Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting
Motion: Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching
Lifting: Occasional light lifting and carrying (less than 15 pounds)
Environment: Frequent prolonged and irregular hours; frequent districtwide travel; occasional statewide travel
Mental Demands: Work with frequent interruptions; maintain emotional control under stress

*To meet the executive exemption test, the primary duty must be management and the employee must supervise at least two full-time employees.*

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsible and duties that may be assigned or skills that may be required.