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| Title: Administrative Dean of Student Discipline | Category: Certified |
| Job Details: 190 days/Exempt/Full-Time | Reports To: Building Principal |
| New Position | Salary Schedule: |
| Approved: 05/23/2023 Reviewed: 5/26/2023 | State Salary Schedule for Certified Teachers |

JOB SUMMARY

This position works collaboratively with administrators, classroom teachers, paraprofessionals, parents, and staff in designing, implementing, and monitoring practices that create and maintain the school's positive student culture and work with students to develop a culture of kindness and care. The Administrative Dean of Student Discipline rolls out and actively maintains student and school cultural norms for staff and students. The Administrative Dean communicates with parents regarding behavior and breaches of school expectations. The Dean collaborates with the school's Multi-Tier System of Support (MTSS) teams and Positive Behavior Interventions and Supports (PBIS), and all stakeholders focus on positive behavior support.

ESSENTIAL FUNCTIONS

(Essential functions, defined under the Americans with Disabilities Act, may include tasks, knowledge, skills, and other characteristics. This list is ILLUSTRATIVE ONLY and is not a comprehensive listing of all duties and responsibilities performed by incumbents of this class.)

- Assists students in establishing high standards of conduct
- Adequately addresses the improvement of student attendance and discipline
- Coordinates with other deans to ensure coverage at all school events at which coverage is necessary
- Investigates and resolve all discipline problems in a fair and just manner
- Interviews students and witnesses in disciplinary investigations
- Investigate, adjudicate, and monitor minor infractions of the school code of conduct in the form of progressive disciplines, such as detentions, classroom referrals, Saturday detention, and in-school suspension
- Suspends students from school in accordance with Board policy and state law
- Re-enters students upon completion of out-of-school suspensions and facilitates student/teacher reentry meetings, and provides Peer Mediation to resolve student conflicts
- Maintains disciplinary records required by policy, regulation, law, or good practice
- Presents the school's case in due process proceedings for suspension and expulsion
- Communicates and assists with all matters of student attendance as needed
- Assists with the Investigation of student attendance issues
- Assigns students appropriate consequences for misconduct and truancy
- Decides if absences are excusable under state law and board policy
- Provides input as needed for student placement and evaluation
- Makes referrals to other professional staff members in the District
- Advises on modification of the program to meet individual student needs
- Assists new students with transitioning to school
- Makes recommendations for appropriate revisions of and assists in the interpretation of programs, policies, and procedures affecting students' discipline
- Confers with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare

- Develops policy recommendations for the Board's consideration and action
- Implements and enforces Board Policies
- Prepares administrative reports.
- Provides and maintains appropriate communication with family and community, including law enforcement agencies and the judicial systems, as needed
- Works with community, district leadership, and government agencies on problems relating to drug abuse and truancy
- Administer disciplinary procedures in accordance with school philosophy, values, student code of conduct, and GSCS student discipline policies.
- Be the first respondent to all students sent to the office for behavior
- Discuss behavior with students and families using the school's philosophies
- Record student behavior utilizing the school's systems within 24 hours of discussing with the student
- Contact parents/guardians of students via e-mail, phone call, or conferences to discuss student behavior and solutions
- Create behavior plans as needed for students, including but not limited to behavior contracts, trackers, incentive systems, and check-in/check-outs.
- Participate in the school's check-in/check-out system.
- Participate in IEP referral meetings of students for whom behavior is a potential concern, as requested by building administration.
- Ensure the student code of conduct is current by reviewing it yearly and bringing any updates to the board for approval.
- Prepare to present any required statistical reports about student behavior
- Work with members of the transportation department and building administration to address student behaviors while students are using district transportation services
- Support with supervising any student given in-school suspension or time in the office.
- As required, seek out and write grants to support student behavior and discipline.
- Facilitate and support character education programs and events
- Respond to and resolves parent, student, and staff concerns and complaints regarding severe student behavioral concerns.
- Serve on discipline panels as assigned.
- Supervises students as assigned (lunch, recess, etc.)
- Coordinate and facilitate restorative practices approach to discipline
- Works with SEL staff to coordinate social-emotional and emotional regulation skill groups as needed.
- Maintains prompt and regular attendance, as a physical presence on the job site is required.

SUPERVISES

- No Supervisory Responsibilities

MINIMUM QUALIFICATIONS

- Master's Degree in Education
- Three (3) years of teaching experience at the elementary level
- Possess or be eligible for Tier I Educational Leadership Certification issued by the Georgia Professional Standards Commission
- Computer skills: comfortable using computers to use the necessary software for the position.

- Interpersonal skills: need to establish positive relationships with students, faculty, and staff.
- Communication skills: communicating effectively with students, faculty, and staff.
- Organizational skills: needs to be able to manage multiple tasks at once

PREFERRED QUALIFICATIONS

- Holds a terminal degree (Ph.D. or Ed.D.)
- Has successful classroom teaching and building-level leadership experience
- Tier II certification in Educational Leadership issued by the Georgia Professional Standards Commission, either L-6 or L-7 level
- Three (3) or more years as a successful elementary school assistant principal

COMPETENCIES NECESSARY TO DO THE JOB

- Ability to work well with students, staff, and parents—excellent interpersonal skills.
- High integrity, excellent character, and sound professional reputation.
- Must be able to perform prolonged standing, walking, and sitting tasks.
- Must be able to manage multiple tasks, projects, and responsibilities successfully.
- Ability to work independently or as a team member.
- Excellent verbal and written communication skills.
- Extensive knowledge of national, state, and local issues, policies, regulations, laws, trends, and programs associated with student discipline, truancy matters, and elementary leadership.
- Excellent skills in organization, writing, facilitation, and communication.
- Strong technology skills related to job responsibilities—including Microsoft Office.
- Ability to maintain emotional control under stress
- Ability to be regularly, predictably, and reliably at work
- Ability to perform routine physical activities that are required to fulfill job responsibilities

EVALUATION

- The performance of this job will be evaluated per the provisions of the Board's policy on evaluating professional personnel.

Griffin-Spalding County School System does not discriminate based on race, color, religion, national origin, age, disability, or sex in its employment practices, student programs, and dealings with the public. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and all accompanying regulations.