

SNOQUALMIE VALLEY SCHOOL DISTRICT

JOB DESCRIPTION

Job Title: **Dean of Students**

Reports to: **Principal**

Directed by: **Principal**

Work Year: **School Year**

FLSA Status: **Exempt**

Classification: **Certificated-SVEA**

Supervises: **Classified Staff**

Salary: **As Stated in Schedule**

Position Summary:

The purpose of the Dean of Students is to ensure that students receive the behavioral and social-emotional supports necessary to thrive, while empowering teachers to focus on effective instruction, and freeing principals to focus on their primary responsibility as instructional leaders. This position is a key part of the District's comprehensive strategy to proactively respond to the increased social-emotional and behavioral needs we are seeing across elementary classrooms.

The position may include 10 extended days, to be determined on an annual basis.

Qualifications Required:

- Valid Washington State teacher or ESA certificate.
- Minimum of three years of successful teaching experience.
- Demonstrated experience with communicating information and directing presentations to various audiences and in various platforms.
- Demonstrated experience developing positive and favorable relationships with students, staff, parents and community members.
- Demonstrated experience with behavior interventions and positive behavior support systems (PBIS/MTSS).
- Proficient in Microsoft Office and Google suites.
- Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
- Legally eligible to work for any employer in the United States of America as verified by Form I-9.
- Successful Washington State Patrol and Federal Bureau of Investigation fingerprint clearance.

Essential Functions and Responsibilities:

- Provides behavioral support, intervention and supports a positive school culture by leading the school's PBIS and MTSS behavioral systems, directly intervening with students demonstrating unsafe or escalated behavior, conducting Functional Behavior Assessments (FBAs), developing Behavior Intervention Plans (BIPs), providing Safety Care training, and supervising and evaluating paraeducators to ensure consistent and effective behavioral support across all school settings.
- Supports student attendance systems, addresses chronic absenteeism, and partners with families to remove barriers to attendance.

- Assists with student supervision before and after school, at recess and lunch, and during school wide events and extracurricular activities.
- Builds strong partnerships with families and community agencies to collaboratively support students' behavioral, social-emotional, and academic growth.
- Collaborates with building leadership to implement school safety plans, leads emergency drills, and serves as a key responder in crisis situations.
- Supports staff with proactive classroom management strategies, provides professional development, and ensures behavior systems align with instructional priorities.
- Works closely with counselors, specialists, and special education teams to ensure coordinated, multi-disciplinary student support, including participation in STAT, IEP, and 504 processes.
- Supervises and formally evaluates all paraeducators, providing coaching, feedback, and training to ensure alignment with schoolwide behavior expectations and effective student support.
- Communicates with parents, staff, and community concerning the school programs, system rules, and procedures, including student management issues and discipline.
- Nurtures a positive school environment that celebrates, respects, and values diversity, where teaching and learning are made relevant and meaningful to students of various cultures.
- Facilitates problem solving when conflicts arise between parents and school staff.
- Provides oversight for a variety of assessments.
- Collaborates with other staff members to ensure alignment of programs and services.
- Works with district staff and leadership, parents and community members to establish trust and build relationships, that lead to positive outcomes for students.
- Demonstrates effective leadership, communication and facilitation skills in addressing concerns and issues raised by administrators, teachers, parents and other community members.
- Functions as a positive team member and communicator in proactive and constructive ways to manage changing requirements and multiple demands.
- Follows through in a timely manner when asked by staff, the Principal or other administrators to complete a task.
- Serves as a model for the staff for effective student discipline and re-teaching.

Nonessential Skills and Experience:

- Performs other duties as assigned. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

Success Factors/Job Competencies:

- Demonstrated skill in planning and organizing.
- Demonstrated ability to work collaboratively with staff and community in all aspects of school life.
- Demonstrated skill in human relations, problem solving, and building a positive culture.
- Demonstrated ability to effectively implement and sustain shared decision-making

models.

- Demonstrated ability to effectively use technology and support staff use of technology.
- Demonstrated ability to assist in planning and implementing support for struggling learners.
- Demonstrated ability to model and lead staff in ensuring growth for every student through intentional efforts to eliminate outcome and opportunity gaps.
- Demonstrated ability to effectively organize, set priorities and coordinate multiple activities at once
- Demonstrated ability to follow applicable policies, procedures and protocols
- Demonstrated ability to maintain a consistent presence at assigned work location and fulfill assigned hours

Physical Demands and Work Environment: The physical demands and work environment characteristics described here are representative 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

- *Physical Demands-* Majority of the time spent either walking, standing or sitting in the office or around the building, working on the computer and/or on the phone; reach with hands or arms; balance; stoop/bend; talk and hear; may lift up to 40 lbs.
- *Work Environment-* Office is well lit, carpeted, with moderate noise level, but also accesses all other areas of district; travels to schools and other locations regularly.

Performance Standards: The person in this position will be evaluated annually in accordance with the provisions of the district policy on evaluation of classified employees.

Approval/Revision Date: March 2025

General Sign-off: The employee is expected to adhere to all Snoqualmie Valley School District policies and procedures.