

## JOB DESCRIPTION

Director of Student Supports

Tier 1- 2 Behavioral Interventionist

### REPORTS TO: Director

1 FTE position school year

Annual Salary

**POSTING DATE:** 4/10/2024

**Our Mission:** Maximizing the Social, Emotional and Academic progress of each individual student

**Our Vision:** The vision of Canyon Rim Academy is for all leaders, educators, and staff to focus on promoting the learning, achievement, development, and well-being of each student. This is accomplished by (1) developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment enhanced by Core Knowledge and the arts; (2) cultivating an inclusive, caring, and supportive school community that promotes the academic success and welfare of each student; and (3) fostering a professional culture of collaboration, mutual accountability, and continuous individual and organizational learning and improvement.

**Our Guiding Values:** SOAR- Safe and Supportive, Honest and Open, Accountable, Respectful and Responsible

### POSITION SUMMARY

The Director of Student Support (DSS) is a key figure in providing support to students for their behavioral development, which has a significant impact on their academic, social-emotional growth, and overall well-being. The DSS collaborates with the Academic Director to assess the social and emotional needs of students across the school and continuously evaluates the effectiveness and integration of counseling, social work, nursing, and other related areas. In partnership with teachers, they devise and execute behavior support interventions that assist students with learning gaps to progress toward academic, social, and emotional proficiency. Additionally, the DSS assists teachers in managing classroom behavior and evaluates the effectiveness of tier 1 and 2 programs, including the SEL program. They work with the School Director to promote a positive school culture and climate for all staff and students by implementing schoolwide positive behavior interventions. The DSS designs systems and procedures that encourage positive behavior while addressing negative behaviors that may

arise. They also help develop and evaluate a schoolwide support system that benefits students and staff both inside and outside the classroom as part of the school leadership. As a part of the schoolwide team, the DSS also works towards fostering a strong culture of respect, empathy, and kindness throughout the school community, which is critical for establishing a supportive learning environment where all students can succeed which ultimately helps to maintain a positive school climate for staff and students that reflects the mission and SOAR values of Canyon Rim Academy.

## **MINIMUM REQUIREMENTS**

### ***EDUCATION:***

- Bachelor's degree in Education

### ***CERTIFICATION/LICENSE:***

- Must have or be eligible to obtain a valid Utah teaching license

### ***WORK EXPERIENCE:***

- 5-7 years of experience in teaching and leading areas or programs including but not limited to Social and Emotional Learning, teacher classroom management, teaching in the classroom with students grade K-6.
- Supervisory experience required.

## **KNOWLEDGE, SKILLS & ABILITIES**

- Ability to effectively direct, plan, implement and evaluate programs in a school-based environment.
- Strong leadership and interpersonal skills with the ability to lead people and provide direction.
- Have an understanding of associated laws, including IDEA, Utah State codes related to truancy, compulsory attendance, and Child Abuse,, FERPA, etc.
- Knowledge of federal and state laws related to exceptional student education, 504, and the SST process.

- Have an understanding of school counseling practice ethical issues and standards. Have experience in application of a variety of behavior interventions.
- Have an understanding of child development, psychopathology, social and environmental conditioning, cultural diversity and family systems.
- Ability to communicate effectively with parents, students, staff and the public from diverse cultural, social, economic, and educational backgrounds.
- Ability to work collaboratively with colleagues and contribute to a diverse workplace through ideas and experience.
- Computer proficiency in Microsoft including Word, Excel, and PowerPoint as well as software applications relevant to area of responsibility.
- Excellent time management skills and ability to prioritize work.
- Ability to be flexible and adapt as needed between in-person work environments.
  - Experience in building and maintaining positive cultural systems of support
  - Knowledge of student crisis assessments, supports and management
  - Requires the ability to manage confidential and legally sensitive situations.

## **ESSENTIAL DUTIES**

- Collaborates with the Director and Academic Director.
  - Analyzes a wide variety of quantitative and qualitative formative and summative data sources to determine the needs of students across the school.
  - Evaluates tiers of academic and behavior support for students who need interventions.
  - With the respective Coordinators and other personnel, provides leadership for the following programs: School Social Work, Student Records, Nursing and other assigned areas.
  - Partners and communicates with other departments including Special Education
- Determines and develops priorities for improvement in the assigned areas and development of school- wide goals and activities/initiatives to meet those goals.
  - Analyzes the ongoing implementation of activities and initiatives to make mid-course adjustments to have maximum impact on students.
  - Supports school in the development & implementation of it's comprehensive improvement plans in assigned areas.
  - Performs other duties as assigned by the appropriate administrator.
  - Required to attend scheduled shift during regular business hours as mandated.
  - Required to have prompt, regular attendance in-person and be available to work on-site, in-person during regular business hours.
  - Performs other duties as assigned by an appropriate administrator.

- Implement developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

## **PHYSICAL ABILITIES AND WORKING CONDITIONS**

The physical abilities, working conditions and other conditions of employment listed in this document are representative of, but are not intended to provide an exhaustive list of the requirements for positions in this classification. In the event of an emergency or situation requiring guidance from Federal, State, or local or school district authorities, the requirements of this position may change temporarily or for the school year to best serve the needs of our students.

**Strength:** Ability to lift, push, pull and/or carry objects which weigh as much as 5 or more pounds on a frequent basis. Incumbents may be required to physically restrain parties involved in a conflict.

**Environmental Requirements:** Ability to encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

**Mental Requirements:** Ability to read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgment and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understand how to manage stress.

**Additional Work Conditions & Physical Abilities:** Ability to be flexible and adapt as needed between various in-person working environments.

May be expected to provide support for individual (Tier III—LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:

- **Physical Guidance**—Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or others, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of an individual to move their arms, legs, body, or head.

- **Physical Restraint**—Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body, or head.

***Canyon Rim Academy does not discriminate on the basis of race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.***

***This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. Management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary.***