

MONONA GROVE SCHOOL DISTRICT
Position Description

Position Title:	Dean of Students
Department/Location:	Glacial Drumlin School
Reports to:	Middle School Principal
Employees Supervised:	Paraprofessionals and Supervisors

POSITION SUMMARY:

The Dean of Students serves as a member of the middle school administrative team and assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and Positive Behavioral Interventions and Supports (PBIS). The incumbent also provides leadership and serves as a resource for instructional and systemic equity at the middle school level and in alignment with equity work across the district. The Incumbent needs to embrace an inclusive philosophy and demonstrate experience with implementation of Response to Intervention and Positive Behavior and Support methods. Other activities and responsibilities may be delegated by the building principal.

PERFORMANCE RESPONSIBILITIES: This position description is not intended to be an exhaustive list of all duties, knowledge or skills associated with this position, but is intended to accurately reflect the essential job elements. Any combination of the job functions shown below may be performed.

Essential Functions

1. Assist in the implementation of policies, regulations, guidelines, and procedures pertaining to student behavior and attendance.
2. Assist in maintaining discipline throughout the student body and participates in disciplinary hearings when applicable.
3. Address bus behavior referrals and maintains appropriate documentation.
4. Assist teachers with behavior management plans and strategies.
5. Serve as an instructional resource for intervention and equity services to support the development and growth of equitable systems and practices within the school.
6. Serve as a member of the district equity leadership team.
7. Work with student services staff in providing guidance and motivation for student success and in collaboratively developing plans for students who struggle.
8. Coordinate and facilitate restorative practices approach to discipline and serves as a liaison with coordinators in other buildings to support a systemic approach.
9. Communicate with students, parents, and staff in a timely manner regarding student behavior and attendance.

10. Serve as key member of PBIS implementation team, make recommendations for advancing implementation of tiers 2 and 3 at the high school and coordinate/lead staff development activities related to PBIS implementation. Serve as a liaison with other building coordinators to ensure systemic approach to PBIS implementation.

Additional Job Functions

1. Maintain a commitment to learning about best practices in student management and attendance.
2. Attend special meetings to engage in conversations involving student behavior and attendance.
3. Participate in professional growth to improve skills related to the job assignment.
4. Meet with parent, faculty, and student groups as requested in advancing educational and related activities and objectives.
5. Perform supervision of students during unstructured times such as before and after school, during passing times and during lunch periods. As a member of the middle school administrative team, assist with supervision of special events.
6. Make recommendations concerning the revision and updating of student code of conduct, rules, regulations, and handbooks.
7. Serve as emergency substitute teacher when need arises.
8. Perform such record-keeping functions as the principal may direct, including entry of behavior events in the student information system, and producing and sending documentation related to behavior events to families as required by policy or statute.
9. Perform other related duties as directed by the Principal.

QUALIFICATIONS:

Experience, Training, and Licensure

1. Bachelor's degree is required.
2. Master's degree in Educational Leadership or closely related field preferred.
3. Wisconsin teaching license required.
4. Administrative license preferred.
5. Training on equity, diversity and culturally responsive pedagogy, as well as a willingness to extend his or her professional development in these areas preferred.

Knowledge, Skills, and Abilities

1. Excellent verbal and written communication skills.
2. Ability to work well with administration, teachers, students, and parents.
3. General knowledge of restorative justice theory and practice.

WORKING CONDITIONS:

Work Environment

1. Indoor office environment.

2. Continuous contact with staff, students, and the public.
3. Work involves frequent disruptions of daily schedule.

Physical Tasks

1. The person in this position needs to be able to move about inside the school to visit classrooms and attend meetings outside of his or her office.
2. The person in this position must be able to remain in a stationary position 50% of the time.
3. The person in this position must be able to operate a computer and other office productivity machinery, such as a copy machine and computer printer.
4. The person in this position must be able to converse with administrators, teachers, students, and parents, and must be able to exchange accurate information with such individuals.
5. The person in this position must be able to observe teachers in their classrooms.
6. The person in this position must be able to observe student behavior.

Disclaimer: This position description is subject to change at any time.

Board Approved: May 6, 2014