

SECTION I: GENERAL INFORMATION

Classification Title: Dean of Students	Department: Teaching & Learning	Unit: Teachers
Immediate Supervisor: Elementary Principal	Grade Placement:	FLSA Status: Exempt
Job Summary: Under the direction of the Elementary Principal, the Dean of Students is responsible for providing support and assistance to the Principal in coordinating and/or overseeing various building functions including the development of bus supervisory schedules; student discipline; school attendance monitoring; coordination of MCA testing; supervision of after school programs; administrative designee for Special Education meetings; and/or other functions as delegated by the Building Principal.		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Coordinates, administers and implements building school safety and district disciplinary policies and procedures within the building.
 - Completes all disciplinary reports and state reporting.
 - Meets with students, teachers and parents concerning disciplinary concerns, incidents and actions.
 - Makes decisions concerning student consequences including in-school and out-of-school suspensions.
 - Follows up and performs student monitoring.
 - Coordinates lock down, fire, and severe weather drills.
 - Formulates and updates safety procedure maps, directions, and safety procedures manual.
 - Develops and coordinates bus supervision schedules.
2. Serves as the elementary assessment coordinator for Grades 3-5 by planning, coordinating and scheduling all MCA testing protocols and procedures. Trains building personnel in testing processes, schedules, security and other testing issues.
3. Monitors and tracks student attendance. Performs such duties as:
 - Identifies and tracks students with poor attendance.
 - Conducts parent and teacher meetings to discuss attendance concerns and actions.
 - Prepares attendance letters and makes County referrals concerning educational neglect.
4. Serves as the Coordinator of the PST Team (Problem Solving Team) within the building. Sets meeting agendas, gathers information and documentation for the committee, schedules and facilitates committee meeting actions and recommendations to address student, teacher of building issues/problems.
5. Serves as the administrative designee at all building level special education meetings. Attends all meetings, answers questions, seeks clarification of issues raised during meeting(s), agrees to IEP plans established for the student and to be provided by the District.
6. Provides supervision and evaluation of noon educational assistants.
7. Participates and supervises after school programs within the building.
8. Assists in the coordination of public service events and activities, such as food drives, “Jump Rope for Heart”, or other special events/programs.
9. Performs other duties of a comparable level or type, as required.
 - Keeps abreast of changing developments, trends, and technologies within the field.
 - Participates in staff development and professional development activities.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
less than high school diploma		Bachelor's Degree	
High school diploma or GED.		Major field of study or degree emphasis: Social Work, Education or closely related field	
1 year college		2 years college	
3 years college	x	4 years college	
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
2nd year graduate level		<ul style="list-style-type: none"> Curriculum, instruction, and learning principles, concepts, theories, approaches, techniques, and trends as well as State, federal and local requirements and standards. Fundamentals of child development and social work principles and concepts. District discipline policies and administrative policies, procedures and standards. Human relation concepts, principles and techniques. Knowledge of instructional technology. Understanding of testing, data collection, statistical analysis and assessment procedures, processes and techniques. Knowledge of district student information systems and standard business productivity software (i.e. word processing, spreadsheets, presentational software, browsers, email, etc.). Fundamentals of supervision and management. 	
Required Work Experience in Addition to Formal Education/Training: Requires a minimum of 5 years teaching experience			
RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS			
	Titles of Positions Directly Supervised		# of Employees
1	Educational Assistants		6
TOTAL			6
LICENSE/ CERTIFICATION		Identify licenses/certification required: Valid MN driver's license.	
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in: <ul style="list-style-type: none"> Ability to work closely and positively with students, parents and communities of all socioeconomic classes, racial/ethnic groups, and/or students with special needs in student development, both academic and social. Coordinating, planning, implementing, monitoring, and reporting a host of building MCA standardized assessment and testing formats. Planning, decision making and judgment in applying, interpreting and applying student management activities in accordance with district/building policies and procedures. Coordinating the preparation of building and required state reporting. Guiding, counseling and assisting student attendance issues, problems, monitoring and tracking. Supervising and evaluating educational assistants. Overseeing and coordinating bus supervision schedules. 	



	<ul style="list-style-type: none"> • Planning, implementing and coordinating special projects as delegated by the Principal. • Ability to write reports, writing and using and applying professional/technical concepts, principles and terminology. • Facilitating, leading, or serving on a variety of building committees (i.e. PST, SPED administrative designee, etc.). • Serving as a resource to parents, students and teachers in addressing problems and issues concerning student discipline, attendance, and/or tardiness. • Considerable skill in improving the climate of a school by increasing student achievement, and preventing disciplinary problems. • Excellent organizational, and verbal, written and listening communication skills. • Demonstrated leadership and collaboration skills.
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PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs				x
Walk			x		Up to 25 lbs	x			
Sit		x			Up to 50 lbs	x			
Use hands to finger, handle or feel		x			Up to 100 lbs	x			
Reach with hands and arms		x			Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:
Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Majority of time is spent walking and/or standing.

HAZARDOUS WORKING CONDITIONS	<p>Unusual or hazardous working conditions related to performance of duties: Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work.</p>
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SECTION IV: DISTRICT MISSION AND CORE VALUES

OUR MISSION	<i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i>
CORE VALUES	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
MISSION OUTCOMES	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
STRATEGIES	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
STRATEGIC DELIMITERS	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head’s Signature **Date**

Classification History:
Created classification description 4/2016 BCC

