



JOB DESCRIPTION

Position: **Associate Dean of Culture**

Status: Exempt

Reports to: Dean of Culture

Date: May 2019

The Associate Dean of Culture (ADoC), primarily responsible for school culture and climate, facilitates implementation of the Code of Conduct, assists with student discipline and helps maintain discipline throughout the student body. The ADoC works directly with the Dean of Culture and Culture team, as well as faculty, students, and parents in a variety of ways, inclusive of the development and implementation of discipline plans, a variety of school administrative functions, and advancing student disciplinary behavior activities and objectives.

Under the supervision of the Dean of Culture, the ADoC organizes and coordinates the activities of the reset room, disciplinary records, and other related work as required.

The ADoC also provides leadership and expertise to the behavior interventionists.

Major Duties and Responsibilities

A. Culture, Ethics and Integrity

- Assists teachers and counselors to better understand and work more effectively with students that have school related behavioral problems.
- Serve as a resource to staff regarding student management issues.
- Fosters positive interactions among students and teaches useful social skills.

B. Operational Leadership

Communication

- Conferences with students, parents, and teachers where individual student behavioral problems are involved.
- Acts as resource for teachers, parents, counselors, and administrators regarding student, behavior, and other concerns.
- Facilitates communication between personnel, students and/or parents toward solving problems and/or resolving conflicts.
- Gives parents clear expectations for student behavior for the year.
- Promptly informs parents of escalated behavior problems, and also updates parents on good news.
- Responds to parent concerns regarding behavior.

- Clearly communicates and consistently enforces high standards for student behavior.
- Proactively and efficiently documents interactions, interventions and patterns to be addressed by the team

Discipline Proactive/Prevention

- Independent problem solving to analyze issues and create action plans.
- Problem solve based on organizational objectives
- Works with faculty and staff to understand and implement a school wide discipline plan/ Code of Conduct and Restorative Approaches
- Promotes a positive school culture by supporting and implementing school wide routines.
- Gives students a clear sense of purpose by discussing behavioral goals.
- Assist staff with the creation and alignment of classroom student behavioral expectations and classroom management plans
- When necessary, refers students for specialized diagnosis and extra help.
- Collaborates with staff, administrators, and parents through the response to intervention process.
- Attends staff meetings, and report back to school-based staff pertinent information.
- Provides professional development as it relates to student discipline and relationship building.
- Conducts observations looking for evidence that relevant indicators are being addressed. Examine the effect of the teacher’s behaviors on student learning, engagement, and achievement.
- Shares feedback with teacher after observations. Praising desired behaviors observed to reinforce and poses questions that encourage deeper reflection for the teacher.
- During feedback sessions, works with the teacher to identify goals for improvement.

C. Strategic Planning

- Compiles, analyzes, and shares student discipline data regularly, and use that data to make decisions.
- Assists in the planning, developing, and implementation of student behavior plans.
- Works with faculty and staff to develop and enhance enrichment activities that support behavioral objectives.

D. Resource Management

Behavior Management

- Guides students to set their own goals, self-assess, self-regulate and know where they stand behaviorally at all times.
- Assists with student discipline and helps maintain discipline throughout the student body.
- Develops students’ self-discipline and teaches them to take responsibility for their own actions.

Intervention

- Coordinates and facilitates timely standardized documentation and reports related to student behavior.



- Monitors student behavior and intervenes when behavior is deemed inappropriate. Works with students to modifying such behavior and develop successful/appropriate interpersonal skills
- Confer with students and administer appropriate consequences.
- Initiates student suspensions and other student discipline actions to be taken by an administrator when necessary.

E. Advocacy

- Acts to influence national, state, district and school policies, practices, and decisions that impact student engagement.
- Stays informed about research findings, emerging trends, and initiatives in education in order to improve practices.
- Acts to ensure that students receive appropriate special services when necessary.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.

F. Other

- Work within a diverse population; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment.
- Assumes the responsibility of tasks and special projects as requested by the Principal or designee.
- Performs other related duties as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Performs multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions.
- Work independently or with others in a wide variety of circumstances and in variety of complex processes. Flexibility is required.
- Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a department, large work unit, and/or across several small work units. Utilization of resources from other work units may be required to perform the job's functions.

Education & Experience:

A candidate who demonstrates a combination of experience and training that will provide the required knowledge and skills desired.

- MA or M. Ed or equivalent higher education degree in educational administration, education, instruction, behavioral science or a closely related field.
- 5 years' experience in elementary/secondary schools.

Knowledge, Skills & Abilities:

- Analytical skills, interpersonal skills, planning and managing projects, preparing and maintaining accurate records, promoting child centered environment, quality customer service skills, using pertinent software applications (MS Word, Excel, Google), verbal and written communication skills.
- Adapting to changing work priorities, communicating with diverse groups, communicating with students, creating and maintaining climate of respect, establishing effective relationships, implementing classroom management techniques, maintaining confidentiality, setting priorities, utilizing current technology, working as part of a team, working with detailed information/data working with frequent interruptions.
- Knowledge of policies, regulations and/or laws, stages of child development, working knowledge of school system.
- Excellent oral and written communications
- Computer software including email, word processing, spreadsheets, and databases.
- Effective communication techniques using tact and professionalism.
- Coordinate and supervise the work of others and to develop and maintain cooperative working relations with those contacted in the course of the work.
- Prepare and present oral and written reports.
- Assist and provide direction to the employees as it relates to personnel issues and concerns.

Physical Demands:

While performing the duties of this job, the employee is frequently required to walk three flights of stairs, stand and talk or hear and sometimes sit for an extended period of time. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. While performing the duties of this job, the employee may occasionally lift/ and or move up to 50 lbs. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

The demands of an extended workday (coverage of building activities and extra-curricular activities, etc.), requires a high level of physical endurance. This job requires the ability to handle and balance multiple demands at one time.

Acknowledgement:

I acknowledge that I have read and understood the attached job description. My signature below attests that I am able to perform the essential functions of this position. I have also discussed any accommodations that I feel I might need to allow me to perform these essential functions. I



agree to abide by all administrative, policies and procedures of the International School of Louisiana.

Employee's Name & Signature

Date