

# **WEST ADA SCHOOL DISTRICT**

## **CHIEF ACADEMIC OFFICER OF STUDENT SUCCESS**

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### **PURPOSE**

The Chief Academic Officer (CAO) of Student Success works collaboratively to set the strategic vision and direction for districtwide systems that support the academic, behavioral, physical, and social-emotional success of all students. This role focuses on ensuring safe learning environments, equitable access to services, and coordinated student support systems that remove barriers to achievement.

The CAO of Student Success provides executive leadership and oversight for counseling, security and behavior, special services (including special education), health services, athletics, and alternative schools. This position ensures that comprehensive student support systems are aligned with the District's Strategic Plan and designed to promote positive student outcomes, engagement, and graduation readiness.

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### **SUPERVISION RECEIVED AND EXERCISED**

Receives general supervision from the Superintendent and works collaboratively with the executive team, other district and school leaders, staff, families and community stakeholders.

Exercises direct supervision over assigned management, supervisory, and administrative support staff.

### **ESSENTIAL DUTIES**

Duties may include, but are not limited to, the following:

#### **Strategic Leadership and Vision**

- Lead the development, implementation, and continuous improvement of a comprehensive Student Success framework aligned to the District's Strategic Plan.
- Establish cohesive systems that integrate academic, behavioral, health, and social-emotional supports.
- Promote safe, inclusive, and supportive school environments across all district campuses.
- Monitor and respond to emerging trends, research, and legislative mandates affecting student services and supports.

#### **Access, Compliance, and Equity**

- Ensure compliance with all federal and state laws and regulations, including IDEA, Section 504, ADA, Title IX, and other applicable statutes.
- Oversee procedural safeguards, due process requirements, and student rights protections.
- Promote equitable access to services and supports for all students, including historically underserved populations.
- Monitor data related to discipline, attendance, graduation rates, and program effectiveness to identify and address disparities.

### **Systems Coordination and Implementation**

- Develop and maintain integrated systems for behavior response, intervention, counseling services, and alternative pathways.
- Ensure coordination between Student Success and Teaching & Learning to support Tier 1 instruction, MTSS frameworks, and intervention systems.
- Lead crisis response planning and coordination in collaboration with district leadership and community partners.
- Oversee strategic planning, budgeting, staffing, and resource allocation for all Student Success departments.

### **Data-Driven Decision Making and Accountability**

- Analyze districtwide student data, including attendance, discipline, graduation, and service delivery metrics, to inform strategic action.
- Establish performance indicators to measure the effectiveness of student support programs.
- Implement accountability systems to ensure continuous improvement across service areas.

### **Collaboration and Communication**

- Build strong partnerships with principals, families, community agencies, and external service providers.
- Serve as a key member of the Superintendent's executive team, providing leadership and counsel on student support matters.
- Communicate effectively with the Board of Trustees and community stakeholders regarding student services, safety, and wellness initiatives.

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### **Supervisory Responsibilities:**

- Directly supervise the Directors, Administrators, Supervisors and Coordinators within the Student Success Division.

- Provide leadership for District-wide administrators, building administrators, content coordinators, and consultants.
- Evaluate assigned personnel according to District policies and procedures.

### **MINIMUM QUALIFICATIONS**

Knowledge of:

- Federal and state laws governing special education, student discipline, health services, and student rights
- Multi-tiered systems of support (MTSS) and integrated student support frameworks
- Crisis management and school safety protocols
- Principles and practices of program development, planning, goal setting, oversight, project management, implementation, contract administration, policy development, and internal controls.
- Organizational and management practices as applied to the analysis and evaluation of programs.
- Principles and practices of leadership, motivation, team building and conflict resolution.
- Principles and practices of organization, administration, and personnel management.

Ability to:

- Plan, direct, and manage large-scale projects, budgets, and teams with a high level of accountability and effectiveness.
- Establish and maintain effective and exceptional working relationships with those contacted in the course of the work.
- Navigate sensitive and high-stakes student matters with discretion and sound judgment
- Work with various cultural and ethnic groups in a tactful and effective manner and ensure commitment to cultural competency and serving the needs of a diverse student population.
- Think strategically and lead systemic change initiatives in complex educational environments.
- Analyze problems and data, identify alternative solutions, project consequences of proposed actions and implement educational technology tools.
- Communicate clearly and concisely, both orally and in writing.
- Maintain regular attendance and adhere to prescribed work schedule to conduct job responsibilities.

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### **QUALIFICATIONS**

Any equivalent combination of experience and training would provide the required knowledge and abilities necessary to perform the work.

- Master's Degree in Education or related field, Doctorate in Educational Leadership, School Administration, or related field preferred.
- Valid Idaho Administrative Certificate or eligibility to receive a valid Idaho Administrative Certificate within one year.
- Ten years of progressively responsible experience in K–12 education, including five years of administrative leadership roles at the building and district level.
- Demonstrated experience in overseeing student support services, special education, behavior systems, or related programs.
- Must have valid Idaho driver's license and provide own transportation for job related activities; job-related travel during the day will be reimbursed at the approved state mileage reimbursement rate.

### **ESSENTIAL PHYSICAL ABILITIES**

- Sufficient clarity of speech and hearing, with or without reasonable accommodation, to understand verbal instructions and communicate effectively in person and by phone.
- Sufficient visual acuity, with or without reasonable accommodation, to comprehend written instructions and review, evaluate, and prepare various documents.
- Sufficient manual dexterity, with or without reasonable accommodation, to operate standard office equipment and a personal computer, and make adjustments to equipment.
- Sufficient personal mobility, flexibility, and physical reflexes, with or without reasonable accommodation, to lift up to 30 pounds, sit and work at a keyboard for extended periods, and function effectively in an office environment.
- Frequent travel within the District is required; occasional travel outside of the District for conferences, training, or meetings may be required.
- May occasionally require evening and weekend hours to attend meetings or special events.

### **EVALUATION**

Yearly by supervisor

### **TERMS OF EMPLOYMENT**

- 230-day working calendar; exempt position.
- Regular attendance is an essential function of this job.
- Per Idaho Code 65-5-1/65-503: "Eligible veterans are provided advantages in public employment in Idaho..."