

DIRECTOR OF SOCIAL SERVICES

Classification: Administrator

Location: District Office

Reports to: Executive Director, Community Relations

FLSA Status: Exempt

Employee Group: NCAA

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Provides leadership and strategic vision in planning, directing, and coordinating the district's social services program.

Part II: Supervision and Controls over the Work:

Serves under the broad guidance and administrative supervision of the Executive Director of Community Relations. Is held responsible for results in terms of effectiveness of planning, policies, and programs, and for achievement of district goals and objectives. Work is guided by, and must be in compliance with, federal and state law, operational direction of the District leadership, policy direction of the School Board, and compliance with state and local regulatory agencies.

Part III: Major Duties and Responsibilities:

1. Program Leadership: Coordinates District counselors and social workers to ensure an articulated school counseling program at all levels. Coordinates the interrelationships of counselors, social workers, and community providers. Works with directors of elementary and secondary education to ensure alignment of counseling services and capacity by level specific to student population and school need. Develops and implements a professional development plan to support District counselors and social workers to perform at the highest level.

Manages the family support program and homeless (*McKinney-Vento*) services including supervision of staff assigned to these programs.

Manages and acts as liaison to community partners. Collaborates with the Community Relations Department on communications and volunteer coordination.

Coordinates the establishment and operation of school-based student health centers at neighborhood high schools including championing the effort to secure initial capital and ongoing operating funds.

Provides long range planning and day-to-day management for the Wichita Center for Family and Community facility. Works with tenants, partners and district staff to ensure cohesive working relationships and services for families. Serves as the building manager for the facility.

Coordinates school based programming to reduce chronic absenteeism. Facilitates the development of a standard district response to truancy (e.g. Truancy Court) and school based systems for truancy prevention.

2. Planning and Programming: Leads and coordinates the development of a strategic plan and shared vision for the development and delivery of social services. Stays abreast of research on the changing nature of the profession the field of public education and changing national, regional and local trends that may impact program areas. Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs. Anticipates and develops strategies and programs that respond effectively to anticipated needs and the changing profession. Forms collaborative relationships with community groups and county, state and regional government agencies for the efficient and effective delivery of services. Develops programs with partner agencies and groups to eliminate gaps in services and reduce duplication of offered services. Secures and maintains community support for the district social services programs.
3. Financial Management: Advises District Leadership on the financial implications of human resource management programs. Administers programs within approved budget parameters including allocation of staff (FTE) resources. Seeks additional outside funding from relevant funding sources for assigned programs. Manages grants to ensure alignment between services and funding source while meeting all funder requirements.
4. Policy Formulation and Guidance: Recognizes the need for and formulates policies necessary to implement district goals and objectives and to assure effective implementation and operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of students, community members, employees and the organization.
5. Program Direction and Staff Supervision: Oversees organizational management in all assigned areas. Assures that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across programs functions. Approves position structures and operating practices essential to the development and delivering of quality programs and services. Recruits and assigns staff ensuring that they possess and practice the values necessary to achieving the level of program delivery and customer service that is essential to a highly effective organization. Assesses, evaluates, and provides for training and professional development of subordinate staff. Creates

communication, collaboration and coordination processes that assure all staff is timely and effectively informed of department policies, issues, and guidance that their programs are expected to support. Establishes an environment in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.

6. Program Evaluation, Analysis and Feedback: Establishes a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in needs of change. Prepares structured presentations to relevant stakeholders to share the program evaluation results.
7. Coordinates crisis response team.
8. Serves as first responder to emergency and after hour situations.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Incumbents must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Possess or ability to obtain Oregon administrative license.
3. Minimum of five (5) years of highly successful performance in counseling and/or social services.
4. Minimum of three (3) years of social services or educational management experience.
5. Strong knowledge of K-12 counseling practices, standards, and program evaluation. Knowledge of effective student and family social service intervention and support programs.
6. Strong analytical and problem solving skills, and understanding of “client-centered” support and services.
7. Excellent oral, written, and interpersonal communication skills.
8. Ability to work both independently and cooperatively.
9. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
10. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.
11. Demonstrated supervisory ability.

12. Valid state driver's license.

Part V: Desired Qualifications:

1. Bilingual skills in language with high use frequency in school district.
2. Experience building collaborative relationships with community, non-profit, business and/or government agencies.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak.

The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than two (2) hours at a time, may lift objects repeatedly, and may undertake repeated motions.

May be exposed to infectious disease when working in schools and with or around students.