

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

<b>POSITION TITLE:</b>	Director, Student Services
<b>CONTRACT YEAR:</b>	12 months
<b>SALARY BAND:</b>	€ D
<b>BARGAINING UNIT:</b>	ESMAB

MINIMUM QUALIFICATIONS:

**EDUCATION:** An earned master's degree from an accredited institution. Eligible for or possess Florida certification as a school social worker and/or certification in an area of mental health.

**EXPERIENCE:** Minimum of seven (7) years within the last twelve (12) years of progressively more responsible experience in social work or mental health services in a school-based and/or district office administrative position. Experience in grant writing. of experience and/or training in the field related to the title of the position, including at least three (3) years as a supervisor of school psychologists, school social workers, or other student support personnel.

ADDITIONAL QUALIFICATIONS

**REQUIRED:** Demonstrated knowledge and experience in: program planning, prevention and intervention models of service delivery for mental health and social service, supervision and instruction. Leadership and budget management experience. Florida certification in School Psychology, School Social Work or a related field. Computer skills as required for the position.

**PREFERRED:** Bilingual skills

**REPORTS TO:** Executive Director, Student Support Initiatives or designee

**SUPERVISES:** ~~School social workers, school psychologists, and other staff assigned to the Student Services Department.~~  
Staff as assigned

**POSITION GOAL:** ~~Ensure the delivery of a comprehensive, consistent, and responsive array of student support services by developing a sound plan for service delivery and working in collaboration with the Area Coordinators of Student Services, as well as school social workers and school psychologists, to deliver services that conform to legislated requirements and are responsive to individual and system-wide needs.~~

To provide leadership and direction for the Student Services department to ensure effective implementation and compliance of programs: Child Abuse and Neglect Services, Delinquency Services, Family Counseling, Foster Care Services, Homeless Education Services, School Social Work and Attendance Services, in the delivery of dropout prevention strategies, to undergird high school graduation and support the District's Strategic Plan.

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### **The Director, Student Services shall:**

1. ~~keep maintain the Executive Director, Student Support Initiatives aware of the status of Student Support programs, staff, needs or concerns.~~
2. ~~develop, implement, and monitor a comprehensive program of student support services throughout the district in conjunction with Area Coordinators of Student Services, school psychologists, and school social workers.~~
3. ~~meet on a regular basis with Area Coordinators of Student Services to ensure uniform implementation of a comprehensive program student support services throughout the district.~~
4. ~~ensure that the requirements, as outlined under Section 504 of the Federal Rehabilitation Act of 1973 (504 Education Plans) related to classroom accommodations, medical documentation, and provision of student support services, are met and monitored; provide staff with regular communications on Section 504 updates and issues.~~
5. ~~develop and implement recruitment strategies to attract candidates for school psychologist and social worker positions.~~
6. ~~participate with Area Coordinators of Student Services in interviewing candidates and recommending employment for school psychologist and social worker positions.~~
7. ~~collaborate with school psychology and school social work training programs to enhance the relevance of training experiences to practice.~~
8. ~~plan and monitor the effectiveness of the school psychologist and social worker internship programs supported by the department.~~
9. ~~develop, monitor, and manage the Student Services Department budget.~~
10. ~~develop, implement, and monitor data management procedures to ensure school social work, psychological records, 504 Education Plans, attendance records, and other sensitive data collected on students is maintained in a confidential and secure environment.~~

- ~~11. develop, implement, and maintain active communication vehicles for educating school personnel and members of the community regarding the practice of school psychology and school social work.~~
- ~~12. represent student support services to include the child abuse and teenage parents programs on district and community committees which address relevant concerns.~~
- ~~13. plan professional development programs, in coordination with Human Resource Development, for school psychologists and social workers in conjunction with Area Coordinators of Student Services.~~
- ~~14. assist area Superintendents, Executive Director, Student Support Initiatives and Area Coordinators of Student Services in investigating and mediating complaints or problems regarding student support services.~~
- ~~15. provide School Social Work and Attendance, child abuse and teenage parent programs information requested by state, school district, national/state/local professional organizations, community agencies, media and the general public.~~
- ~~16. advise and coordinate with other departments that have employed school social workers and/or school psychologists, regarding their job descriptions, training, staff development, evaluation and professional practice standards.~~
- ~~17. provide the leadership to ensure that the professional and ethical practice standards of school psychologists and social workers are implemented and upheld in the district as outlined by the National Association of Social Workers (NASW) and the National Association of School Psychologists.~~
- ~~18. monitor confidentiality procedures in the handling of the School Social work and Attendance Department's Referral and Report Forms at the school level.~~
- ~~19. coordinate the development and implementation of programs to support school staff members in addressing the emotional and psychological needs of students arising from extraordinary situations, hard-to-teach students, and other students or situations requiring targeted support from student support services staff.~~
- ~~20. convene and coordinate the functions of the Teenage Parent Advisory Committee.~~
- ~~21. coordinate program planning, monitor and interpret all program and statistical data related to the Child Abuse and Neglect Program in the district.~~
- ~~22. collaborate with other districts and professional associations to share effective strategies for service improvement.~~
- ~~23. coordinate the program for child labor law enforcement.~~
- ~~24. maintain relevant information of departmental activities to prepare periodic reports of service compliance with legal and policy requirements, timeliness, and effectiveness.~~
- ~~25. coordinate inquiries on student information from Health and Rehabilitative Services, parents and other out-of-town inquiries.~~
2. develop, implement, and monitor a comprehensive program of student services throughout the District ensuring that the department's priorities and projects align with the District Strategic Plan.
3. develop and implement systems to collect and use relevant data for planning, policies, procedures, program evaluation, and for adhering to such data requests from state, school districts, national/state/local professional organizations, community agencies, media and the general public.
4. plan, implement and monitor initiatives relating to the student attendance needs of

- the District and to comply with compulsory attendance laws.
5. develop, implement and maintain active communication vehicles for educating school personnel and members of the community regarding the support services offered by the Student Services Department.
  6. develop, monitor and manage the Student Services Department budget.
  7. develop, implement and monitor data management procedures to ensure student records and other sensitive data collected on students is maintained in a confidential and secure environment.
  8. provide input at the State and Federal level to influence the development and impact of legislation and procedures that reflect the District Strategic Plan related to specific services within the department.
  9. develop and implement recruitment strategies to attract candidates to best fill positions within the department.
  10. collaborate with professional training programs to enhance the relevance of training experiences to practice.
  11. plan and monitor the effectiveness of social work internship program supported by the department.
  12. collaborate with community organizations to provide and enhance services for all students and families, in support of the District Strategic Plan.
  13. develop and monitor the implementation of models of student services delivery which promote informed family involvement.
  14. establish and maintain policies and procedures which ensure compliance with Federal and State mandates and School Board policies, including but not limited to, adherence to McKinney Vento guidelines, compulsory attendance laws, reporting of child abuse and neglect, services to delinquent and dependent students.
  15. represent Student Services, to include child abuse, teenage parent programs, and homeless students, on District and community groups/advisory to identify and address systemic issues related to services within the department
  16. support the academic, social, and interpersonal student development through results-driven professional development, providing appropriate clinical and related services, and compliance monitoring of all programs and services.
  17. collaborate with other departments within the District to ensure an integrated approach enhancing the assistance and support to students, schools and families.
  18. coordinate program planning monitor and interpret all program and statistical data related to the Child Abuse and Neglect Program in the District.
  - ~~26.~~19. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
  - ~~27.~~20. participate successfully in the training programs offered to increase enhance the individual's skills and proficiency related to the assignments job responsibilities.
  - ~~28.~~21. review current developments, literature and technical sources of information related to job responsibilities.
  - ~~29.~~22. ensure adherence to good safety procedures.
  - ~~30.~~23. follow Federal and State laws, as well as School Board policies.
  - ~~31.~~24. perform other duties as assigned by the Executive Director, Student Support Initiatives or designee.

**SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:**

Works with the Executive Director of Student Support Initiatives, District management at all levels, Office of General Counsel, school personnel, District Advisory Boards, Florida Department of Education, the social services community, the judicial system and other governmental entities, schools (traditional as well as charter), students and families to collaborate, support and implement District and departmental initiatives, programs, services as well as compliance monitoring. area, district, and school-based staff to coordinate and oversee the provision of student support services throughout Broward County School District.

**PHYSICAL REQUIREMENTS:**

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

**FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

**EVALUATION:**

Performance will be evaluated in accordance with Board Policy.

Board Approved: 4/23/91 &  
Adopted: 5/21/91  
Realigned: 4/12/94; 4/11/95; 4/7/98  
Title Change: 3/19/96  
Alignment Title Change: 4/7/98  
Organizational Chart: 5/9/2000  
Board Adopted: 12/16/03  
Revised: 3/22/05  
Revised: 12/15/2009  
Reporting Changes: 10/01/12  
2012-2013 Organizational Chart

## Position Factor Listing

Director, Student Services

Point Range: 1045-1214

### Position Factors

**1. Knowledge:** Combined required **minimum education/experience for competent performance**

<b>Education</b>	<b>Experience Range - Years</b>		
	<b>Up to 3</b>	<b>4-7</b>	<b>8+</b>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

**2. Human Relations Skills:** All interpersonal skills required to produce the desired end result

<b>Required skill level</b>	<b>*Organization Contact Level</b>			
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

**\*Definitions**

**1** - Immediate workgroup

**2** - Outside of immediate workgroup

**3** - Assistant/Associate/Deputy Superintendents

**4** - Superintendent, School Board; critical external parties

**3. Problem Solving:** Thinking environment to perform job duties

- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

**Point Factor Listing (cont.)**

Director, Student Services  
Point Range: 1045-1214

**4. Decision Making Freedom:** Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

**5. Position Impact:** Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

**Position Analysis Criteria**

<b>1. Knowledge</b>	<b>2. Human Relations Skills</b>	<b>3. Problem Solving</b>	<b>4. Decision Making Freedom</b>	<b>5. Position Impact</b>
<b>D2</b>	<b>C4</b>	<b>D</b>	<b>D</b>	<b>D</b>