



Job Title: Executive Director of Student and Family Supports

Department: Chief of Schools

Reports To: Chief of Schools

Grade: XG-02

Number of Days: 12 Months

Security Access: ESC

Overtime Status: Exempt

Last Revised Date: July 16, 2015

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day.

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy, and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities, and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community.
- **Joy:** Joy at school and at work makes us more productive because when we create, innovate, and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task, or concept and experiencing breakthrough moments.

Position Summary: The Executive Director of Student and Family Supports will be responsible for championing supports for all students at Tulsa Public Schools, ensuring that all children receive the guidance and help needed to graduate from high school college and career ready. The position will provide leadership and oversight to ensure that the district's student services and programs—along with community resources—are leveraged effectively to complement the core instruction delivered by schools.

Minimum Qualifications:

Education:

- Master's degree in Educational Administration, Human development sciences, or related fields
- Possess or be eligible for an Oklahoma administrative certificate

Experience:

- Experience working with a variety of agencies and community resources involved with students and families
- Experience in working with a diverse population of students and families within an urban school setting
- Successful experience in working well in diverse economic, multicultural and multi-lingual communities and environment
- Demonstrated success in executing significant budgetary and operational responsibilities at an executive level
- Experience in management and development of large grants

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Provide leadership in the development, implementation and management of the District's family engagement and student supports functional areas such as student services, health services, family engagement programs, behavior and social services, and other related learning and family support programs
- Lead the implementation of the district's student and family supports strategic plan and partnership with key providers/partners (Communities in Schools, third-party providers, community-based organizations, etc.)
- Ensure the design, development and growth of a standards-based and performance-driven Office to include collection, analysis and monitoring of multiple databases as they pertain to the efficient placement of students, promotion of student attendance, reduction of student suspensions and delivery of student services
- Monitor and revise policies related to student behavior to ensure student and family success ("Student and Family guide to Success" – Behavior Guide)
- Develop and maintain data-driven standards to qualitatively and quantitatively measure and assess the programs, services, and community resources in the department
- Establish and nurture partnerships and engagement within the District and community-based organizations governmental entities, foundations, universities, families, and school sites in support of student, family, and community success.
- Facilitate cross-boundary relationships between school sites and District departments to support the integration, effectiveness, and efficiency of academic and learning support, services, and resources to school sites and community partners
- Link student support services with academic goals and school reform; increase the capacity of each school to provide opportunities, services, and support to promote positive development of youth, resulting in increased academic success
- Provide leadership to develop and secure new resources; develop and manage budgets; align and organize resources with department priorities; and create sustainable and

equitable fiscal strategies and models that ensure the financial health of the office and its programs and services

- Provide leadership in the development and review of policies, systems, and procedures to provide effective and coordinated delivery of support services to all students
- Strategically and periodically evaluate district services and programs for students; identify opportunities for greater effectiveness, efficiency and cost savings
- Engage school leaders and instructional experts to maximize student attendance, minimize student suspensions and ensure effective and efficient delivery of academic and non-academic support services
- Collaborate with key executive staff overseeing alternative schools to provide critical support to high-need sites
- Provide leadership and to ensure homeless students receive educational and social services to ensure their success
- Develop and provide professional development for administrators, principals, and site staff to effectively integrate academic, health, wellness and social service supports and align extended learning curriculum and instruction with the school day to reinforce and complement classroom-based learning
- Work collaboratively with other divisions within the ESC to create streamlined service to school administrators
- Hire, supervise, evaluate, and hold accountable the performance and professionalism of assigned staff
- Attend and/or participate in required District, Board, and committee meetings, and other activities as specified by assigned supervisor
- Display ability to work collaboratively with others on a team
- Perform other tasks, duties, or services consistent with this position as assigned

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

- Strategic vision and courage to ensure that all students achieve and an understanding of how academic and non-academic supports from within the district and across the city promote this vision
- Unwavering commitment to getting the job done and willingness to go above and beyond to meet the needs of TPS students
- Strong knowledge of systems and systems change
- Deep understanding and experience in promoting student success from a variety of vantage points
- Thorough knowledge of internal controls and reporting features, including related technological capabilities
- Strong leadership skills, with the ability to effectively communicate with a range of stakeholders including public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities
- Acumen regarding strategic allocation and reallocation of resources
- Extensive team management experience, including building and managing teams to meet ambitious goals and prioritizing and aligning resources to meet organizational needs

- Strong problem-solving skills, ability to analyze root causes and develop effective solutions as needed
- Exceptional project management skills and an ability to balance big picture priorities with details
- Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, etc.
- Prepare comprehensive, narrative, and statistical reports
- Prepare and deliver clear and concise presentations to a variety of audiences
- Meet District standards of professional conduct as outlined in Board Policy

Supervisory Responsibilities:

- Will oversee staff and functional areas related to family engagement and student supports including student services, constituent services, PBIS, behavior and social services, homeless services, homebound teachers, health services and parent involvement

Working Conditions: Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Standard office environment

Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district's mission with their talents, skills, and energy. Tulsa Public Schools is an equal opportunity employer and does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age, or any other classification protected by applicable law.

Tulsa Public Schools also provides reasonable accommodations to qualified applicants and employees with disabilities. If you need an accommodation during the application process, please contact the district's talent management department at 918-746-6310 or the district's human rights and Title IX coordinator at 918-746-6517. You can also direct your request for accommodation in writing to the Tulsa Public Schools Education Service Center, Attn: Talent Management, 3027 S. New Haven Ave., Tulsa, OK 74114-6131.