



DIRECTOR - STUDENT SUCCESS PROGRAMS

BASIC FUNCTION

Under administrative direction, direct staff and services in the design, develop, implementation and support of a variety of programs designed to enhance and improve the academic, social and/or emotional conditions of identified Pre K – 12 students; collaborate with district leadership, parents, caregivers, community agencies, school and district staff and stakeholders to oversee, identify, track and monitor program effectiveness; direct the development, planning, and staff in implementation of student success centered programs, develop, prepare and present a variety of program related presentations, documents and reports.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Develop and lead evaluation and improvement of programs which provide access and support to students. “E”
- Develop and support District initiatives and priorities aligned with implementing assigned programs to prepare students to be successful. “E”
- Build a program team which reflect diverse perspectives; coach, counsel and mentor department staff in the effective delivery of program objectives and services, “E”
- Lead development and deployment of program improvement plans with building administrators, staff, and district stakeholders; develop, maintain, and use information systems to track progress on program performance objectives and activity excellence indicators. “E”
- Direct, develop, implement and monitor a variety of complex, large-scale programs, standards, objectives and goals for assigned students and multiple programs; manage professional, technical and support staff and collaborate with school staff to monitor progress and effectiveness of assigned programs’ activities; develop and implement improvement strategies as appropriate; communicate status, progress and concerns with district leaders, school administrators and staff, social service providers, families and caregivers. “E”
- Develop, gather and review a wide variety of records, reports, presentations and related materials to train and assist staff in determining appropriateness and eligibility for designated programs; gather information and supervise staff in the preparation, monitoring and follow-up on process dialogues, agreements and outcomes. “E”
- Articulate and solicit support in accomplishing program mission, vision and value; use appropriate and effective techniques to encourage stakeholder involvement as appropriate. “E”
- Manage, lead, train and monitor staff to dialogue with students, parents, caregivers, school administration, student support team-members and other stakeholders; develop and implement

strategies and supports to motivate program participants to develop skills and attitudes that achieve student success; develop and implement plans that meet identified needs and objectives “E”

- Establish rapport; manage, mentor, guide and monitor assigned staff, students, teams and program designees to facilitate effective programs and processes. “E”
- Direct, lead and oversee development, writing and submission of grant proposals; establish and maintain personal contact and relationships with grant contacts, conduct research on prospective grants, and maintain a calendar of submissions and other deadlines. “E”
- Direct, plan, oversee and coordinate programs for district staff, parents, community organizations and other stakeholders to increase programs’ support; participate on cross-functional teams, collaboratives, committees and similar partnerships to advocate for PPS students. “E”
- Lead programs’ staff and collaborate with district staff, social services and other public agencies on student issues; develop programs and strategies and facilitate and coordinate internal and external agency opportunities to improve the academic, social and/or emotional needs of assigned students and programs as appropriate. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Develop, recommend, approve and implement department budgets; manage budget allocations to ensure appropriate use of resources. “E”
- Identify and partner with community stakeholders and businesses to help create leadership opportunities, community service, educational projects, personal growth and similar experiences for students. “E”
- Lead and participate in training, in-services, workshops and meetings related to assigned activities; serve on a variety of district and community committees as assigned. “E”
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. “E”
- Create, maintain and distribute a variety of analyses, spreadsheets, records, reports, lists and files of general information and confidential materials. “E”
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Director - Student Success Programs, provides strategic and organization leadership to an operational program which requires any or all of the oversight, management, coaching, and performance of non-licensed department staff as necessitated by the program. Employees in this classification typically report to a Senior Director or Chief. The Director - Student Success Programs is a strong leader with high ethical standards who focuses on developing and deploying extraordinary programs and who understands and models cultural competence. In addition, employees may work directly with the students, parents, district staff and community stakeholders served by their assigned program. This classification differs from the Student Success Program Manager, in that this classification is deeper in scope, complexity, and depth of assignment by holding responsibility for multiple strategic programs and staff.

EMPLOYMENT STANDARDS

Knowledge of:

Child and Adolescent psychology and behaviors.

Research design methods and assessment techniques.

Conflict resolution techniques.

One-on-one and group facilitation techniques.

Multi-cultural and multi-ethnic communities within and surrounding the PPS boundaries.

Oral and written communication techniques.

Elements of effective supervision.

Crisis management and intervention theories and techniques.
Report writing and record keeping methods.
Computer and software technologies.

Ability to:

Demonstrate preparation and skill in working with K-12 students from diverse backgrounds.
Build rapport, mentor and guide children and adolescents.
Meet the academic, social and emotional needs of historically underserved youth.
Coordinate and collaborate with a variety of stakeholders to affect positive outcomes.
Monitor and report on individual and group student plans and progress.
Interpret policy and make decisions within a defined set of guidelines.
Communicate clear objectives for assigned programs and activities.
Deliver a high-level of customer service to district students and stakeholders.
Advocate, model, learn and implement Portland Public School's Racial Equity Initiative.
Research, compile and verify data and prepare reports.
Work with situations and people in crisis and de-escalate conflict.
Communicate effectively both orally and in writing.
Analyze situations accurately and adopt an effective course of action.
Assure efficient and timely completion of office and program projects and activities.
Stay current on practices and trends in K-12 public education.
Work collaboratively with a multitude of stakeholders, including parents, caregivers, students, district staff and community partners.
Supervise the work of assigned staff, providing work direction, guidance and training.
Participate in department, school, district and community meetings.
Read, interpret, communicate and implement a variety of complex laws, guidelines, initiatives and policies.
Maintain confidentiality and demonstrate discretion, initiative and good judgment.
Operate a variety of office machines, technologies and software.

Education and Training:

A Bachelor's degree in Education, Counseling, Psychology, Sociology, Criminology, Social Work or related field is required.

Experience:

Five (5) years of experience working with children and/or adolescents to effect positive academic, social and/or emotional life-skills behaviors or one (2) year as a Student Success Program Manager or two (3) years as a Student Success Program Supervisor is required. Experience in a lead, supervisory or management role is preferred.

Experience serving the needs of a richly diverse student and community population is highly desirable.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

Some positions in this classification may require variable work hours including evenings and weekends.

Some positions in this classification may require the ability to read, write and speak in a language other than English.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the

essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in both an office setting and on a school campus environment with extensive student, parent and public contact and frequent interruptions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt
Bargaining Unit: N/A
Salary Grade: 43

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Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.
Board of Education Policy 1.80.020-P