

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: SUPERVISOR I – HOMELESS & COMMUNITY SUPPORT

GENERAL STATEMENT OF JOB

Serves as a liaison among school personnel, district departments, community agencies, shelters and students and their families living in a transitional status. Ensures that all students in housing transition are identified and provided the resources and support to be successful in school. Provides advocacy and assistance to meet the academic, physical, social-emotional and developmental needs of students experiencing homelessness to enhance their functioning within the school program. Ensures the delivery of mandated services to facilitate the students' school attendance and access to appropriate education. Position also acts as a resource to school staff and conducts training. Serves as a liaison with various community agencies providing services within the school district. Reports to the appropriate supervisor as designated by Guilford County Schools.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Interprets laws relating to homeless students (McKinney-Vento Act) and ensures the delivery of mandated services.

Identifies students experiencing homelessness, maintain a program database and write reports as required by district, state and/or federal agencies.

Maintains necessary records ensuring confidentiality of students and their families.

Acts as mediator during dispute resolution hearings, provides documentation to NC Department of Public Instruction and maintains site paperwork.

Assesses students identified as homeless and coordinates with schools' social workers to provide needed services.

Monitors student/family progress and status; and makes referrals to other professional staff members or community agencies as needed.

Identifies community resources to assist in meeting the needs of students and their families experiencing homelessness.

Serves as liaison between schools and agencies/facilities, such as homeless shelters, social services, court services, and the police department to coordinate assistance for homeless students. Provides information related to the needs of students experiencing homelessness and acts as a

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resource to parents/guardians by providing family support activities and communicating available services.

Acts as a resource to school-based administrators, social workers, school counselors, teachers, and health services personnel regarding homeless students, interpretation of homeless/school attendance policies and laws, and record-keeping requirements.

Conducts training to district/school staff on school laws as it relates to the homeless student population; and recommends strategies for supporting the needs of these students.

Represents Guilford County Schools on various community taskforces/committees regarding programs and services offered within the school district.

ADDITIONAL JOB FUNCTIONS

Works closely with Title I Director with budget regarding the Title I set-aside and budget preparation.

Collaborates with the supervisors of school social workers and school counselors.

Performs other related work as required by supervisor.

MINIMUM TRAINING AND EXPERIENCE

Masters' degree in education or related field; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must be certified by the North Carolina Department of Public Instruction as a school counselor or school social worker. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, typewriters, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

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Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, requisitions, publications, etc. Requires the ability to prepare correspondence, reports, forms, records, surveys, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

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Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of federal, state and local policies and procedures regarding homeless education.

Considerable knowledge of county policies, procedures and standards regarding homeless education services.

Considerable knowledge of outside agencies which offer services for students in transition.

Considerable knowledge of the current literature, trends, methods and developments in the area of homeless education.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the principles of supervision, organization and administration.

General knowledge of the North Carolina Standard Course of Study.

Ability to develop and support staff.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to use common office machines and popular computer-driven word processing, spreadsheet, desktop publishing and file maintenance programs.

Ability to maintain complete and accurate records and to develop meaningful reports from them.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.