

GUILFORD COUNTY SCHOOLS JOB DESCRIPTIONS

JOB TITLE: EXECUTIVE DIRECTOR-EMERGENCY MANAGEMENT, SAFETY & SECURITY

GENERAL STATEMENT OF JOB

This position provides strategic direction and leadership for the overall administration and coordination of the emergency management, safety and security program for the school district and its schools/facilities. The Executive Director sets overall strategic direction of the department and develops long-range goals and objectives in keeping with the district's vision, mission, values and strategic plan(s). This position also provides leadership during critical incidents and collaborates and coordinates with local, state law and federal law enforcement agencies and emergency responders/managers. The Executive Director proactively engages district and department leaders, principals and school communities in developing safety priorities, defining roles and responsibilities, building capability and creating systems of accountability to ensure safe and secure school climates and workplace environments. Position reports to the Chief of Schools.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Sets overall strategic direction of the department, develops long-range goals and objectives, and implements safety and security program for the district and its schools. Makes data-driven decisions about how to organize and align department and district resources to maximize the safety of students, staff and school/facility communities.

Develops, improves and communicates policies, procedures and protocols to support a safe school and district climate while mitigating safety and security risks.

Leads program focused on crisis prevention, mitigation, management, response and evaluation. Plans, develops, recommends, implements and evaluates policies, procedures, protocols, and programs related to safety and security practices in schools and district facilities. Leads and evaluates all safety and security department activities and initiatives; builds processes that use data to evaluate safety/security effectiveness and drives results aligned to school, departmental, facility and district priorities.

Develops and administers the budget for the department; makes recommendations regarding areas of concern and improvement to the chief of staff, executive leadership council, cabinet and school board.

Ensures compliance with local, state and federal laws and mandates; fulfills monitoring and reporting requirements regarding school/district safety and security.

EXECUTIVE DIRECTOR-EMERGENCY MANAGEMENT, SAFETY & SECURITY

Collaborates with internal and external personnel in planning a standardized response to critical incidents in accordance with the state and federal Incident Command System model; provides leadership during critical incidents using ICS.

Advises and assists site-based administrators and departmental/division leaders in assessing and mitigating criminal activity and other safety/security concerns on GCS property.

Develops and manages contracts with outside agencies to provide school security and school resource officer services; ensures adherence to GCS values and standards.

Works collaboratively with informational technology, facilities, maintenance, and other district departments and staff to provide leadership regarding capital needs; helps develop plans to equip schools and departments with assets necessary to ensure the safety of school/district communities.

Develops, delivers and coordinates relevant and high quality professional development and training for school and district personnel and others as needed to support policy and enforcement, and strengthen prevention, mitigation and response capabilities.

Collaborates with principals and variety of school and district personnel, as well as with direct reports, to strengthen and improve school/district safety and security.

Engages and supports direct reports in identifying their professional goals and executing appropriate professional/career development plans.

Recruits and selects skilled and capable safety and security personnel, and effectively evaluates the performance of security and safety personnel and contract personnel.

Conducts planning and research activities relating to all aspects of public safety in a public school system environment.

Conducts educational programs for students, staff, parents, and community members in the interest of crime, accident, and fire prevention.

Works with other departments in securing grant funding that supports school and district safety initiatives; prepares and delivers regular reports on school/district safety and security to teachers, principals, district leaders, and the Board of Education.

ADDITIONAL SECURITY/SAFETY FUNCTIONS:

Facilitates and coordinates professional development for school resource officers and other contracted workers who interact with GCS students and staff.

Assists school principals with safety and security planning through site-visits, professional development opportunities, one-on-one consulting services, and other means as needed to ensure school safety.

Monitors school and site compliance with required safety and security drills.

Conducts safety awareness surveys and site visits to assist principals of surrounding issues near schools.

EXECUTIVE DIRECTOR-EMERGENCY MANAGEMENT, SAFETY & SECURITY

Reviews information and stays abreast of guidelines and new developments issued by the Department of Homeland Security, FEMA, NC Department of Public Safety, NC General Assembly, NC Center for Safe Schools, NEA, and other local, state and national organizations regarding protocols, procedures, and best practices.

Reviews and ensures school and district awareness, understanding and compliance with the National Incident Management System (NIMS).

Attends SRO trainings and related professional development opportunities as needed.

Serves as a member of the Greensboro Public Safety Committee; serve as a liaison with emergency responders, including but not limited to fire marshals, fire chiefs, chiefs of police, emergency management personnel, and others as appropriate.

Supervises and facilitates the SRO/Principal communication subcommittee.

Serves as Chairman of the District Safety Equipment Committee, which oversees AEDs and placement, reviews and oversees site plans and floor plans for CMEP and SharePoint; Reviews and collaborates with tech services in security equipment including fire, security, safety, panic alarms, etc.

Serves as a project team leader and project team participant as needed/upon request in support of the school district's Strategic Plan, Say Yes to Education and other district-wide initiatives.

Serves as Chairman of the Registered Sex Offender (RSO) Committee as the superintendent's designee:

- Chairs committee and schedule meetings to review cases
- Discusses intake issues and work with principals on the 100s of RSOs in district
- Convenes committee to make determinations regarding RSO
- Provides letters and memos as needed regarding RSOs to principals and law enforcement
- Collaborates with law enforcement on criminal records of individuals

ADDITIONAL JOB FUNCTIONS

Performs other related duties as required/assigned by the chief of staff and/or the superintendent/superintendent's designee.

KNOWLEDGE, SKILLS AND ABILITY

Public, student and employee safety – Demonstrates significant knowledge of relevant policies, procedures, strategies, research and equipment/technology to promote school/district safety and security operations for the protection of people, data, property and institutions.

Knowledge of the federal Incident Command System (ICS), including the key roles associated with ICS and how ICS applies in school crisis situations; Ability to train, plan, implement and monitor school and district use of ICS, FEMA, and US Department of Education guidelines regarding schools safety and security, emergency/crisis prevention, intervention, management and response.

EXECUTIVE DIRECTOR-EMERGENCY MANAGEMENT, SAFETY & SECURITY

Laws, government and school board policy– Demonstrates significant knowledge of relevant local, state and federal laws, legal codes, school board policies and procedures, district procedures and protocols, court procedures, government regulations, executive orders, agency rules and other related concerns governing school safety and security, public administration, and educational administration.

Leadership, administration and management – Knowledge and ability in effective leadership, administration and management, including strategic planning, resource allocation, procurement, human resources, collaborative leadership strategies, process and project management, group facilitation, ethics, and coordination of people and resources. Understanding of educational organizations, public school systems and other governmental bodies/units.

Complex problem-solving and critical thinking ability, including the ability to identify potential risks and benefits, reviewing data and related information, and collaborating with other senior leaders in developing, implementing and evaluating potential options and solutions.

Service orientation – Proactively seeking to provide service and solve problems within collaborative, team-oriented environment. Genuine desire to help others.

Child-centered orientation – Genuine desire to put the needs of children first, and demonstrated understanding of the developmental needs and concerns of children and young people, ages 3 – 22.

Public speaking, oral communications – Demonstrated ability in clearly and concisely communicating information to wide range of employees, parents, emergency responders and the public.

Confidentiality, trust and emotional intelligence – Ability to handle sensitive information and maintain privacy and confidentiality in keeping with legal mandates and school board policies; ability to build positive and trusting relationships with various levels of employees. Demonstrates high levels of emotional intelligence. Knowledge of human behavior and performance; knowledge of organizational behavior/development and performance, and group behaviors.

Diversity – Understanding of and sensitivity to diverse cultures, races, ethnicities, genders, sexual orientations, abilities, and other aspects of working in a diverse, multi-cultural community. Understanding of institutional racism, implicit bias and other relevant issues as applied to student discipline, academics, parental and community engagement, and other aspects of working for an educational organization.

Respectful and Responsive Service – Knowledge of principles and processes for providing respectful and responsive service to internal and external audiences and groups, including the ability to train and evaluate staff against high standards of respectful and responsive service to all internal and external customers.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in emergency management/public safety, education, public administration, or related field is required. Relevant certifications, credentials in emergency management, safety and security plus a master's degree in emergency management, public administration, educational leadership, criminal justice, public safety, law enforcement, or related field, or equivalent experience is preferred. Prefer 5 or more years of progressive professional experience in emergency management.

SPECIAL REQUIREMENTS

Must hold/must be able to secure within first six months of employment current certification(s) in Emergency Management from FEMA or similar agency/authority. Must be over 18 years of age, a citizen of the U.S. and possess a valid North Carolina Driver's License. Contractual position requires access and responsiveness 24 hours a day, seven days a week, particularly but limited to emergency situations.

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, calculators, cellular phones, etc. Must be able to exert up to 10 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. During crisis situations, may require Moderate to Significant Physical Work and lengthy periods of standing while providing on-site assistance, often out of doors, and in temporary locations, such as mobile trailers.

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 subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, charts, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, appraisals, charts, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of 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.

EXECUTIVE DIRECTOR-EMERGENCY MANAGEMENT, SAFETY & SECURITY

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 Standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles 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 to 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 and hand tools. 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.

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.

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 assigned to this job/position.