

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Supervisor, School, Family, and Community Partnerships	CLASSIFICATION:	Classified Non-Represented Supervisor
SERIES:	Supervisor I	FLSA:	Exempt
JOB CLASS CODE:	1654	WORK YEAR:	10 or 12 Months
DEPARTMENT:	School, Family, and Community Partnerships	SALARY:	Range 13 Salary Schedule G2
REPORTS TO:	Director, School, Family, and Community Partnerships	HR APPROVAL: HR REVISION:	12-13-10

BASIC FUNCTION:

Supervise, plan, organize, coordinate and provide technical support in the development of welcoming school environments that encourage parent, family, and community involvement in education; assist in the coordination of district and school site parent/family resource centers and district parent/family engagement events and conferences; supervise, train, mentor, evaluate, and direct the performance of assigned staff.

DISTINGUISHING CHARACTERISTICS:

The Supervisor of School, Family, and Community Partnerships has detailed knowledge of outreach strategies to garner support from local community groups, partners, businesses, and families. The supervisor demonstrates expertise in developing strong family/school partnerships, performs tasks which require a high level of organization skills, and utilizes independent judgment and analysis.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Supervise, train, mentor, evaluate, and direct the performance of assigned staff, and participate in the interview and selection of new employees; process personnel records; make recommendations concerning staffing; discipline assigned staff according to district policies and procedures. **E**

Provide technical support to school sites in the creation of a welcoming school environment component, such as providing school tours and orientation sessions for new families, and developing an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs; provide guidance to schools in the development and enlistment of volunteers. **E**

Encourage school sites to create welcoming school environment component teams to examine the following elements: the physical environment, school-wide practices and policies, personal interaction, and written materials and communication between parents, families, and school staff. **E**

Coordinate the establishment of a family resource center at every school to connect families to resources that will help them support their child’s learning, build families’ strengths and capacities, serve as a hub for the community, and offer help without stigma by mobilizing public and private community resources to help children and families in need. **E**

Work with school administrators to reduce tangible barriers to parent engagement, such as language or cultural differences, past experiences, parents’ lack of resources to help their child, transportation, child care for younger siblings, and understanding of educational jargon. **E**

Identify resources for administrators and teachers to develop strong family/school partnerships that focus on how to communicate with and engage families to improve student achievement. **E**

Encourage school sites to focus on listening to the diverse voices of parents and community members, cultivate relational trust to help increase parent involvement in school events and activities, and empower parents to participate in shared decision making with school staff. **E**

Partner with other agencies and community groups to identify a broad range of programs, activities, and services to meet the total needs of families and become a part of the district’s family involvement program; assist schools to create partnerships to open school facilities on nights, weekends, and holidays. **E**

Develop and maintain contacts with city, county, and state agencies that provide services for families; coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. **E**

Assist school sites in the establishment of accountability mechanisms by helping schools set goals, benchmarks of success, and an assessment timeline for their overall family and community engagement strategy; collect and use available data for program evaluation and improvement. **E**

Provide coordination and assistance to the district’s advisory committees. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Operate a computer to input, output, update, and access a variety of records and information; generate reports, records, lists, and summaries from computer databases. **E**

Provide excellent customer service by establishing positive relationships with community agencies and organizations, district personnel, parents, and others; respond to phone calls, e-mails, letters, and other communications; lift light objects. **E**

Provide leadership and work with staff to create a high performance, service-oriented work environment; share knowledge, cooperate with others, participate in meetings and work groups, and support the goals and objectives of the district and the department. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: associate’s degree, and four years of broad, varied, and increasingly responsible experience working with school, family, and community groups and partnerships.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver’s license; provide personal automobile and proof of insurance. Must be willing to work flexible hours when needed. Overall scores in computer software testing program preferred as follows:

- Keyboarding 50 Correct WPM
- Word 80% Overall Score
- Excel 80% Overall Score
- PowerPoint..... 80% Overall Score

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Local community groups, partners, businesses, and resources.
- Effective school-to-home and home-to-school communications practices.
- School, family, and community partnerships.

Strategies for parent engagement.

Diverse academic, socioeconomic, cultural, and ethnic backgrounds of students and families.

Applicable sections of the State Education Code, other laws, rules, and regulations related to assigned activities.

District organization, operations, policies, and objectives.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Presentation, communication, public speaking and facilitation techniques to promote collaboration.

Interpersonal skills using tact, patience, and courtesy.

Operation of a computer, related software, and standard office equipment.

Principles and practices of effective supervision.

Health and safety regulations.

ABILITY TO:

Interact with agencies, organizations, community groups, partners, and businesses.

Understand class and cultural backgrounds of families.

Think and act in ways that respect ethnic, cultural, and language diversity.

Advocate for children and parents; mobilize and motivate others.

Research, analyze, compile, verify data, and prepare presentations and reports.

Read, interpret, apply, and explain rules, regulations, policies, and procedures.

Supervise, train, mentor, evaluate, and direct the performance of assigned staff.

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.

Operate a computer and related software to enter data, maintain records, and generate reports.

Communicate successfully, both orally and in writing, with teachers, families, administrators, and students.

Analyze situations accurately, and adopt an effective course of action.

Work independently with little direction, and meet schedules and timelines.

Compose correspondence, conduct trainings, and presentations independently.

Lift light objects according to safety regulations.

Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office and school environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard and other office equipment; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

SAMPLE ENVIRONMENT:

Occasional contact with dissatisfied individuals.

HEALTH BENEFITS: Non-Represented Supervisor employees purchase their own health benefits with district-offered plans.