

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE:

Family Community Engagement Manager

BARGAINING UNIT CLASSIFICATION:

Non-Union Position

DEPARTMENT:

Education/Welcome Center

REPORTS TO:

Chief Operating Officer

SALARY RANGE:

\$60,000- \$80,000

FLSA DESIGNATION:

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable coordinating a variety of activities at the District Welcome Center and serving as the education liaison to government, business, aligning family as well as community support, and resolving issues that may arise involving the City and Board of Education.

PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES**A. General Experience:**

1. Bachelor's degree in education, early childhood education, psychology, social work or a closely related field from an accredited college or university; and
2. Five (5) years of professional experience in an educational setting working with school age children, families, and/or the homeless.

Special Requirements:

- Incumbents in the class are required to possess and retain a current Motor Vehicle Operator's license.

D. CONTINUING EDUCATION REQUIREMENTS:**E. KNOWLEDGE, SKILLS AND ABILITIES:**

- Knowledge of and respect for the diverse backgrounds (cultural, linguistic, environmental) of students and how these characteristics affect the student's life and learning;
- Knowledge of community resources and principles of a community services program;
- Knowledge of mobile, homeless students and families;
- Knowledge of relevant Board of Education policies (including student discipline, bullying, etc.) laws, rules, and regulations specific to the District and program;
- Knowledge of Social Emotional Learning (SEL);
- Knowledge of the McKinney-Vento legislation;
- Basic knowledge of computer applications;
- Considerable organizational skills;
- Effective problem solving and conflict resolution skills;
- Interpersonal and human relations skills;
- Recordkeeping skills;

- Skill at planning and managing activities;
- Skill at preparing and maintaining accurate records;
- Ability to communicate clear expectations to staff and administrators regarding the program;
- Ability to communicate effectively verbally and in writing;
- Ability to conduct staff development/community education about program issues;
- Ability to deliver training and professional development in center's program areas;
- Ability to demonstrate sensitivity and respectfulness in communications regarding all children and families, regardless of differences in cultural heritage, lifestyle, values, and home environment;
- Ability to develop clear procedures and protocols related to school enrollment, transportation, and referral services for students;
- Ability to establish trust and mutual understanding with families and youth;
- Ability to facilitate District level activities for parents and families;
- Ability to gather and/or collate data;
- Ability to plan and organize program components, implementing policies and procedures, develop program priorities, and monitor assigned budget;
- Ability to prepare and organize materials to support parents and families;
- Ability to schedule activities and/or meetings;
- Ability to use computer software and programs;
- Ability to use ethical practices for confidential communication about students/families;
- Ability to work effectively and collaboratively with families and other external stakeholders;
- Ability to work with parents, school staff, students, and state and community agencies;
- Supervisory ability;
- Ability to work with individuals from diverse backgrounds.

PART III - POSITION SUPERVISES:

1. Supervises Parent Liaisons and Welcome Center staff as assigned.

PART IV - ESSENTIAL FUNCTIONS

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Supervises and directs Parent Liaisons to support schools and mentor new liaisons;
- Works with Parent Liaisons which includes gathering information for, getting speakers, setting agendas, and running the monthly meetings, and sends to all stakeholders;
- Works with school-based personnel to ensure that children and youth in homeless situations are permitted to enroll in and have full and equal opportunity to succeed in school;
- Supervises the coordinators in the city's Family Resource Centers located within our district schools to ensure that programs and grant requirements are met and implemented successfully with fidelity.
- Serves as the District contact person for the District Parent Advisory Council (DPAC) and assists with meetings, agendas and planning Title I events for parents;
- Supports schools in surveying families, students and communities to identify issues and concerns;
- Works closely with the staff at the Office of Early Childhood, Pupil Transportation Director, and schools to ensure the proper identification, enrollment, and services to students including ensuring transportation (both in and out of district) is provided in a timely manner and in accordance with payment procedures;

- Actively partners with community organizations, businesses, and citizens on behalf of the City and Board of Education;
- Approves all flyers to be sent to Bulletin
- Assists in coordinating with community leaders and organizations for the purpose of building resources and expanding school-based program capabilities to assist families;
- Assists new parents/guardians in the enrollment process;
- Assists students, staff, teachers, parents and community members (e.g. applications for services, transporting parents/students, interpreting technical information, etc.) for the purpose of providing and/or conveying information and other services required by parents or teachers;
- Assists with intake of new students to the District securing their placement, their bussing, and their paperwork for their schools;
- Collaborates with agencies and service providers in the community to build capacity and partnerships to support families and program services;
- Communicates successfully with teachers, families, administrators, and students;
- Communicates with families via newsletters and social media;
- Conducts parent meetings as assigned for the purpose of gaining information and/or discussing needs and problems involving;
- Connects families and schools to local officials;
- Coordinates program assigned activities and components (e.g. home visits, parent meetings, parent/volunteer involvement programs, community involvement processes, etc.) for the purpose of gaining information enhancing student achievement and/or discussing needs and problems involving students and their families;
- Demonstrates cultural sensitivity and promotes access to educational involvement for all families;
- Designates a school-level liaison in each building to assist with school-level tasks and to refer issues to the local liaison;
- Develops effective parent engagement groups that represent all families;
- Develops partnerships with the community, local businesses, and governmental entities;
- Distributes materials/resources within the community to the families pertaining to their needs as assessed by their initial interview;
- Ensures children and youth receive referrals to health care, dental care, mental health services, substance abuse services, housing, and other appropriate services;
- Ensures community members have a voice in all decisions that affect their students;
- Facilitates communication and the exchange of information between the school and family regarding student progress, school-wide goals, and support activities;
- Facilitates connections among families and students and community;
- Facilitates volunteering opportunities for parents and community members;
- Follows Board of Education policies and regulations;
- Follows up on placement of children to their schools and sees to it that they are adjusting and receiving the services that they need;
- Helps families understand how the school and District operates, as well as the rights and responsibilities of parents under federal and state laws;
- Identifies children and youth in homeless situations through school-based personnel and link to community agencies;
- Informs families of school programs and services;
- Is responsible for tracking members, agendas and meetings, and plan for District-wide and site-based training for the School Governance Councils;
- Meets periodically with District program administrators to ensure that protocols are established to efficiently coordinate services for students and families;

- Participates in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required;
- Partners as appropriate with area agencies or connect families with the appropriate services;
- Partners with community groups to strengthen families and support student success;
- Partners with schools to encourage volunteers and innovative offerings from the diversity of community members' skills;
- Performs community outreach for events such as the Gathering Parade, Dr. Martin Luther King, Jr. Youth Summit, Project Love, Girls Inc. Teen Leadership, etc.;
- Performs special projects as assigned by Mayor or Superintendent of Schools;
- Prepares a variety of documents, reports and written materials (e.g. registrations, homeless lists, activity logs, phone logs, etc.);
- Prepares and manages assigned budget, budget narratives, maintains accurate records and prepares reports as requested;
- Promotes civic engagement;
- Provides a consistent community presence in the schools, shelters, and community;
- Provides access to school administration;
- Provides stakeholders with links to community based services;
- Refers students and their families to outside agencies (e.g. state agencies, medical professionals, counselors, foundations, charities, etc.) for the purpose of ensuring the need of students and families are met;
- Requests and monitors (along with supervisor) community agency information and pamphlets to be placed in the Welcome Center for families to refer to for services;
- Resolves complaints filed by parents and guardians relative to the District;
- Responds to inquiries from a variety of internal and external sources (e.g. parents, students, teachers, staff, outside agencies, etc.);
- Performs other related duties as required.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Physical Requirements:

Individuals appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

NEVER (N) 0 % of Shift	OCCASIONALLY (O) 1-33% of Shift				FREQUENTLY (F) 34-66% of Shift	CONSTANTLY (C) 67-100% of Shift			
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C
Physical Demands					Depth Perception				X
Standing			X		Color Distinction				X
Walking			X		Peripheral Vision				X
Sitting			X		Driving			X	
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)			X	
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping			X		Environmental Conditions				
Kneeling			X		Cold (50 degrees F or less)		X		
Crouching			X		Heat (90 degrees F or more)		X		
Crawling		X			Temperature Changes		X		
Reaching			X		Wetness	X			
Handling			X		Humidity	X			
Grasping			X		Extreme Noise or Vibration		X		
Twisting			X		Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids	X			
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger	X			

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

WPS is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: December 30, 2019

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE
CHIEF TURNAROUND OFFICER

BARGAINING UNIT CLASSIFICATION
Administrator (Non-Bargaining Unit)

DEPARTMENT
Central Office

REPORTS TO:
Receives administrative direction from the Superintendent or other administrative official of a higher grade

SALARY
\$120,000-\$160,000

FLSA DESIGNATION
Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable for the development, implementation and coordination of the District’s PK-12 educational programs and services as they related to turnaround and focus schools identified by the CT State Department of Education. In addition, this class is accountable for communicating with the residents of the District about this program; determining and addressing the needs of the identified schools in the areas of staffing, curriculum, instruction, and professional development; and providing leadership and supervision of assigned staff.

PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES

A. EDUCATION AND EXPERIENCE

General Experience:

1. Master’s degree in educational administration, education leadership or curriculum instruction from an accredited college or university plus three (3) years in educational administration including experience in curriculum design, planning, implementation and evaluation.
2. Extensive personal experience in turning around low-performing schools, including expertise in turnaround strategies, curriculum, instruction, and teacher and principal effectiveness;
3. The individual must have a proven track record of successfully turning around chronically low performing schools.
4. Has held the position of at least principal or higher administrative position in a public school system for a minimum of five years with demonstrated skills in school management, budget, finance and state programs, funding sources, and talent management; and
5. Such additional education, experience, and other qualifications as determined by the Board of Education. (Lic, etc.)

Special Requirement:

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

B. CREDENTIALS:

C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:

1. Master's degree in education or related field plus eighteen (18) semester hours of graduate credit and completion of fifty (50) school months of successful teaching or service employment as identified in State of Connecticut, Regulation of State Board of Education, Sec. 10-145d-574 (a - f).
2. Connecticut State Board of Education certification as an Intermediate Administrator/Supervisor (092) will be required at time of appointment.
3. Incumbents in this class may be required to possess a current Motor Vehicle Class D Operator License.

D. CONTINUING EDUCATION REQUIREMENTS:

1. Administrators in this job class must complete all State CEU requirements for re-certification.

E. KNOWLEDGE, SKILLS AND ABILITIES:

1. Considerable ability to implement relevant Federal and State statutes, guidelines and regulations in turnaround strategies and effective teaching and learning programs;
2. Considerable knowledge of and ability to apply management and supervision principles and techniques, including initiation and administration of programs;
3. Extensive knowledge of and ability to perform duties in full compliance with all District, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position;
4. Knowledge of curriculum standards and models for programming in general education and special education settings;
5. Knowledge of instructional practice and professional development models for PK-12 and specialty areas within PK-12 education;
6. Knowledge of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI);
7. Excellent computer, interpersonal, oral, keyboarding and written communication skills;
8. Excellent problem-solving and analytical skills;
9. Ability to analyze, interpret, and communicate statistical data derived from qualitative and/or quantitative research;
10. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback;
11. Ability to read, analyze, and interpret information and effectively present information and respond to questions, inquiries, and/or complaints;
12. Ability to establish and maintain effective working relationships and work with individuals from diverse backgrounds;
13. Ability to implement data driven decision making;
14. Ability to maintain appropriate confidentiality;
15. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism;
16. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists;
17. Ability to use independent judgment and demonstrate initiative to act;
18. Ability to write reports and correspondence consistent within the duties of this position;

PART III - POSITION SUPERVISES

1. Administrators from schools that are identified as turnaround and focus schools as assigned by the Superintendent.

PART IV - ESSENTIAL FUNCTIONS

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

1. Managing and overseeing a system of supports and assistance for the lowest-performing schools in the district identified as in the greatest need of assistance; such as Focus, Turnaround and Commissioner's Network Schools.
2. Manage the grant writing and submission process for the all schools who receive grant funding in Commissioner's Network schools and the School Improvement Grant
3. Identifying resources, including the establishment of a resource list of evidence based strategies and integrated student services, and specific expertise and resources directly relating to school turnaround;
4. Annually conducting comprehensive on-site evaluations of schools to determine the root causes of low performance and lack of progress, to assist school and the district in the implementation of intensive school improvement plans, or to provide any of the necessary support services.
5. Coordinating with the school improvement division of the State's Department of Education and coordinating and working with the School District's Assistant Superintendents and Chief Academic Officer to identify all state and local resources and supports available to the lowest-performing schools in the greatest need of assistance;
6. Serve as the assigned liaison in the school improvement process;
7. Build school level leadership capabilities in cooperation with the Assistant Superintendents, agencies and organizations that have experience and capacity and providing leadership development opportunities for principals and other school level leaders in turnaround eligible schools; and
8. Identifying best practices for school turnaround, including identifying those practices that are not successful in improving student outcomes, and sharing such information with the District.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

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Standing		X			Color Distinction		X						
Walking		X			Peripheral Vision		X						
Sitting			X		Driving			X					
Lifting		X			Physical Strength:								
Carrying		X			Little Physical Effort (-10 lbs.)			X					
Pushing		X			Light Work (-20 lbs.)		X						
Pulling		X			Medium Work (20-50 lbs)		X						
Climbing		X			Heavy Work (50-100 lbs.)	X							
Balancing		X			Very Heavy Work (100+ lbs.)	X							
Stooping		X			Environmental Conditions								
Kneeling		X			Cold (50 degrees F or less)	X							
Crouching		X			Heat (90 degrees F or more)	X							
Crawling		X			Temperature Changes		X						
Reaching		X			Wetness	X							
Handling		X			Humidity	X							
Grasping		X			Extreme Noise or Vibration		X						
Twisting		X			Exposure to Chemicals	X							
Feeling			X		Exposure to Gases and Fumes	X							
Talking			X		Exposure to Unpleasant Odors		X						
Hearing				X	Exposure to bodily fluids	X							
Repetitive Motion			X		Exposure to dampness	X							
Hand/Eye/Foot Coordination			X		Confinement to a Small or Restricting Area		X						
Visual Acuity/Near			X		Mechanical Hazards	X							
Visual Acuity/Far			X		Physical danger or abuse		X						

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

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