

ST. MARY'S COUNTY PUBLIC SCHOOLS SUPERVISORS AND ADMINISTRATORS POSITION DESCRIPTION

DIRECTOR PARENT AND FAMILY ENGAGEMENT I

POSITION: Director Parent and Family Engagement I (Grant Funded)

REPORTS TO: Chief of Equity, Engagement, and Early Access

LOCATION: Department of Equity, Engagement, and Early Access (EEEEA)

NATURE OF WORK:

The Director of Parent and Family Engagement provides leadership and support to students, families, and school-based staff at Title I schools as well as other schools to foster a whole child approach to improving student success. The Director complies with federal, state, and local regulations for Title I and other grant programs to ensure compliance with requirements including the Title I schools, School Wide Plans, Parent and Family Engagement Plans, required reservations, the Title I application; supplemental early childhood documents, and early childhood reports, the District Wide Title I Advisory, and providing advocacy and support for parents and families related to recruitment, eligibility, and enrollment in early childhood programs. The Director will also support parents and families with concerns, questions, or assistance in navigating needed services. The Director will provide support, prepare reports, and submissions related to other duties.

ESSENTIAL FUNCTIONS:

- Knowledge of Title I law, regulations, procedures;
- Detailed knowledge of early childhood programs including information about eligibility and enrollment requirements;
- Knowledge of the public-school laws and the St. Mary's County Board of Education policies and procedures affecting Title I students and programs and early childhood programs; middle and high school programs
- Excellent planning and organizational ability.;
- Excellent oral and written communications and human relations skills; and
- Extensive knowledge of and the ability to work with parents, agencies, community, and school officials in a positive productive manner.

DUTIES AND RESPONSIBILITIES:

- Supports the evaluation of Title I personnel and program in accordance with the appropriate evaluation program; and students, families, and school-based staff at Title I schools to foster a whole child approach to improving student success;
- Supports the evaluation of programs including focus interviews, survey data, and analyzing advisory information from parents, guardians, stakeholders, and school-based staff in early childhood to foster a whole child approach to improving student success;
- Make home visits and work collaboratively with parents and serve as a parental advocate and school system liaison for identified students and families;
- Plan and support student transition with students and families to middle school as consistent with Title I regulations, and transitions from childcare programs into early childhood programs;
- Support children and families in transitions in early childhood programs in collaboration with early childhood staff and the Judy Center; middle school and high school staff when necessary
- Collaborate with Title I principals, assistant principals, and staff; and central office staff as needed;
- Participate in Division of Instruction meetings;

- Demonstrate working knowledge of Title I fiscal practices, the Title I budget, and each Title I school's budget and fiscal record keeping;
- Demonstrate working knowledge of early childhood programs with a focus on recruitment, eligibility, and enrollment.
- Demonstrate working knowledge of elementary, middle, and high school programs
- Works with school-based staff to expand opportunities in early childhood and in Title I schools primary through intermediate, foster partnerships, and facilitate CTE experiences as required in Title I regulations.
- Coordinates with Title I school principals and others responsible for planning special school trips, experiences, and opportunities.
- Conforms with all State laws and regulations regarding Title I; and early childhood programs and school system programs and offerings
- Recommends directly to the Chief of Equity, Engagement, and Early Access adjustments to Title I plans, modifications, or programmatic changes based on qualitative and quantitative data.
- Recommends directly to the Chief of Equity, Engagement, and Early Access adjustments to early childhood plans, modifications, or programmatic changes based on qualitative and quantitative data;
- Assist, support, and prepare the Title I application with emphasis on the Parent and Family Engagement, Equitable Services, Homeless, Non-Public, and required reservations.
- Assists in the preparation of special reports related to grants braiding with larger grants;
- Provides in-service workshops for staff specifically designed to strengthen Parent and Family Engagement and to facilitate student success for Title I and early childhood;
- Keeps knowledgeable regarding ongoing and new Title I and related law and requirements;
- Keeps knowledgeable regarding ongoing and new early childhood and related law and requirements;
- Reviews and reports recent changes in legislations, polices, and procedures;
- Evaluates findings and suggests changes or modifications to improve Title I and early childhood existing programs; as well as middle and high school programs
- Performs other duties as assigned.

QUALIFICATIONS:

- Administrator I or II endorsement required;
- Minimum 3 years as a Principal;
- Title I experience required;
- Successful administrative experience in a Title I school required;
- Successful administrative experience at the district level required; and
- Elementary and middle school experience required.

TERM OF EMPLOYMENT:

Full-time twelve-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on SMASA salary schedule (#5) for eleven and twelve-month employees – Range F.

This position is paid through Title I and other grant funding as it becomes available. Time and effort reporting is required.

BARGAINING UNIT ELIGIBILITY: SMASA