RAP Program Supervisor

Department/Division:	RAP Program/Educational Services
Reports To:	RAP Program Manager
Provides Direction To:	RAP Program Leaders & Activity Specialists
FLSA Exemption Status:	Exempt
Date Prepared:	January 29, 2024
Dade Adopted by Board:	February 22, 2024

GENERAL PURPOSE

Under general supervision, coordinate RAP Before and After School Program activities at one or more school sites in promoting the health, safety, and well being of elementary school students; participate in the selection, training, supervision, and evaluation of staff; and does related work as required.

DISTINGUISHING CHARACTERISTICS

The RAP Program Supervisor is distinguished from the RAP Program Leaders and Activity Specialists in that this is a management classification which supervises staff positions, and has more specialized knowledge of RAP program rules, standards, and administrative requirements. As compared with the RAP Program Leaders and Activity Specialists, the RAP Program Supervisor has significantly greater administrative and decision-making authority, and has more extensive regular interfaces with RAP program management and school site personnel.

ESSENTIAL FUNCTIONS

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

1. Select, train, schedule, supervise, and evaluate the work of program leaders; assure that program activities at one or more school sites conform with RAP program and District standards related to attendance, health, safety, and security of students.
2. Indoctrinate staff, parents, school personnel, and volunteers regarding program requirements, activities, and educational resources.

3. Complete supervisory, coaching, and conflict-resolution instruction in order to train RAP Program Leaders in how to lead activities and sub-activities and tutor students having specific homework or learning needs.
4. Investigate and resolve conduct and behavioral conflicts involving students and explain RAP program rules to parents.
5. Guide RAP Program Leaders to be able to organize and administer activities and sub-activities on a group and individual basis and provide feedback regarding effective communication techniques.
6. Audit and maintain daily student attendance records, and student monthly enrollment reports; assure that proper accounting procedures are followed.
7. Lead and participate in weekly management and staff meetings related to site functions and program-wide changes and announcements.
8. Update fee ledgers and site budgets, as needed; place orders for supplies, equipment, and inventory needed for classroom activities, sports, and special events.
9. Communicate effectively with school day program staff, including principals, teachers, and maintenance staff regarding program and facility needs.
10. Provide one-on-one counseling and guidance to Program Leaders and Activity Specialists related to the design and administration of daily activities and the handling of work-related problems.
11. Process student applications and registration fees for the RAP Program; create student files, update attendance rosters, and process payments.
12. Discuss student behavioral problems with parents and involve Program Leaders and Activity Specialists, as needed to ensure understanding of student needs.
13. Organize, plan, and implement supplemental programs for special sessions, including winter and summer and break periods.
14. Plan, coordinate and engage in community outreach programs that effectively promote RAP services.
15. Investigate reported accidents and injuries at school sites and coordinate and assure that first aid training has been instituted and staff understands requirements associated with student medications.
16. Maintain, process and report RAP staff attendance and payroll records according to district guidelines.
17. Other duties as assigned.

QUALIFICATIONS GUIDELINES

Knowledge of:

1. Before and After School Program practices;
2. District rules, policies, and regulations;
3. Curriculum-based standards;
4. Supervisory practices;
5. Grants administration and budgeting techniques;
6. Program compliance requirements;
7. Health and safety standards and requirements;

8. Recordkeeping and management systems and evaluation requirements;
9. Training principles;
10. Evaluation techniques;
11. Standard office software applications, including word processing, spreadsheet, and graphics software programs and educational software used in classrooms.

Ability to:

1. Work effectively with students, parents, staff and management, including persons from diverse backgrounds;
2. Select, train, coordinate, supervise and evaluate the work of employees;
3. Understand, implement, and give oral and written directions;
4. Communicate effectively, both orally and in writing;
5. Work with groups and individuals in providing and completing educational, supervisory, and orientation programs.

Education/Training/Experience:

High school graduation or G.E.D. equivalent is required. Equivalent of a Bachelor's degree in Education or related field is preferred/desirable. Two or more years of supervisory experience working with children in an educational setting or enrichment program. Bilingual and biliterate in Spanish is preferred/desired.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, feel or operate objects, tools, or controls and reach above shoulder and below shoulder with hands and arms, climb or balance; stoop kneel, crouch, or crawl. The employee is required to regularly stand, walk, and talk or hear. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the employee must be able to use written and oral communication skills; read safety labels and follow instructions; determine how to schedule or prioritize work; use basic math; resolve communications conflicts; and interact effectively with District staff, faculty, management, vendors, parents, other parties, and the general public.

WORK ENVIRONMENT

Employees in this classification constantly work in an office environment or classroom setting. The employees occasionally work in outdoor settings at school and event sites. The noise level in the work environment is usually moderate, at or below 70 decibels. Work hours may vary depending upon the need to provide early morning or afternoon shift coverage.

Board Policy 4030: ***The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.***