

## **Ontario-Montclair School District**

### **CLASS SPECIFICATION** Student & Family Support Services Supervisor

#### **GENERAL PURPOSE**

Under the general direction of the Executive Director of Student & Family Support Services, plans, organizes and manages the development and maintenance of systems to monitor district attendance, annual suspension/expulsion, the student transfer process, and archived student records and English Language Advisory Council compliance. The Student & Family Support Services Supervisor provides supervision of the Child Welfare & Attendance staff, and performs related duties as assigned for the Pupil Personnel Services Department and the Human Resource Department.

#### **DISTINGUISHING CHARACTERISTICS**

The Student & Family Support Services Supervisor is responsible for planning, organizing, and overseeing Child Welfare and Attendance for program quality improvement and the development of prevention and intervention programs and services.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustration 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 this class.

1. Develops, implements and monitors work plans to achieve department goals and objectives; participates in developing, implementing and evaluating work programs, plans, processes, systems and procedures to achieve District goals.
2. Oversees and directs district attendance program; co-facilitates the large scale SART blitz meetings; facilitates School Attendance Review Board; monitors the Saturday Make-up Academy, monitors and ensures the implementation of English Language Advisory Councils (ELAC), and serves as the liaison to school sites.
3. Works in collaboration with multiple District, city, county, and private agencies to develop resources for Student & Family Support Services, Human Resources, and Pupil Personnel Services programs.
4. Provides high performance, customer service-oriented work environment which supports achieving District and site objectives and service expectations.
5. Plans and manages the development and monitoring of Child Welfare, Attendance & Record staff; the processing of incoming and outgoing records; the inter district and intra district transfer process; and other informative consults to school personnel and families.
6. Plans and evaluates the performance of assigned staff; establishes performance requirements and personal development targets; regularly monitors performance and provides coaching for performance improvement and development; subject to management concurrence, takes disciplinary action, to address performance deficiencies, in accordance with the District's classified human resources policies and labor contract provisions.
7. Provides day-to-day leadership to ensure a high performance, customer service-oriented work environment which supports achieving department/site objectives and service expectations; provides leadership and participates in programs and activities that promote a positive employee relations environment.
8. Ensures maintenance of the overflow transfer process including files and records; maintains log of overflow files.

## **QUALIFICATIONS**

Knowledge of:

1. Protocol used to organize and maintain attendance and records; facilitate the transfer overflow process.
2. Evidence-based student achievement support strategies.
3. Federal, state and local laws, regulations and codes regarding standards of practice for social work and case management.
4. Values, problems and concerns of various cultural groups living in the community.
5. Personal and team safety precautions and procedures in potentially volatile or dangerous situations.
6. Principles and practices of sound business communication.
7. Principles and practices of effective management and supervision.

Ability to:

1. Plan and coordinate the operations of a District-wide attendance and records maintenance.
2. Understand, interpret, explain and apply program policies, procedures, guidelines and regulations.
3. Produce written communications and provide effective oral presentations.
4. Coordinate, plan, and provide professional development to staff in the area child welfare, attendance and records.
5. Establish and maintain effective working relationships with teachers, administrators, representatives of other public and private agencies and other encountered in the course of work.
6. Interact effectively with parents and children of diverse backgrounds and experiences.
7. Observe and accurately interpret situations and individuals' actions and behaviors.
8. Maintain current knowledge on laws, rules, and regulations as they relate to attendance and records; regularly attends Child Welfare and Attendance meetings.
9. Set appropriate priorities, manage multiple projects, establish and meet time lines, exercise sound judgment, and work independently.
10. Set priorities, plan and organize work and work independently to meet case management goals and deadlines.
11. Develop and maintain appropriate relationships of trust with families to facilitate addressing family needs and protect children's interests.
12. Organize and coordinate group activities.

### **Education, Training and Experience:**

Bachelor's degree with a major pertinent to the position requirements or course work in education.

### **Licenses; Certificates; Special Requirements**

A valid California Class C driver's license, a good driving record and the ability to maintain insurability under the District's vehicle insurance policy.

Upon acceptance of the District's offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

### **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee 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 class, an employee is regularly required to sit; talk or hear, in person, in meetings and by telephone; use hands to finger, handle, feel or operate standard office equipment; and reach with hands and arms. The employee is frequently required to walk and stand. 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 is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with administrators, faculty, parents, students, representatives of other public and private agencies and other encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions. The employee works under typical office conditions, and the noise level is usually quiet.

BOARD APPROVED January 20, 2011