



Sequoia Union High School District

Job Description

JOB TITLE:	District Parent Coordinator
REPORTS TO:	Assistant Superintendent, Human Resources and Student Services
CLASSIFICATION:	Classified Management
SALARY SCHEDULE:	XI – Management Schedule
WORK - YEAR / HOURS:	12 months / 7.5 hours
LOCATION:	District
BOARD APPROVAL:	11/7/12

DEFINITION

The coordinator will plan, organize, develop, and direct the engagement of parents and the community in the education and academic achievement of students. Tasks include illuminating the need for the benefits of parent engagement, disseminating information to parents, assisting parents in navigating the school system and advocating for the inclusion of parents, especially underrepresented parents, in decision making groups. The coordinator will direct the work of parent volunteers and consultants, and collaborate with assigned staff. More specifically, the coordinator will assist in the outreach and training of parents of Hispanic, Migrant Education, and English Learner students by performing a variety of outreach and training activities. The coordinator will also perform related work as assigned.

DISTINGUISHING CHARACTERISTICS

Considerable organization, communication, and inter-personal skills. Considerable knowledge of school and district operations and practices. The ability to establish and maintain effective working relationships.

The incumbent must perform duties following guidelines but with a degree of independence demonstrating excellent work habits and judgment.

Administrative Relationship:

Reports to the Assistant Superintendent of Human Resources and Student Services.

Minimum Degrees/Credentials/Experience Required for Position:

BA or BS Degree and/or equivalent knowledge and experience in public school systems and educational policy.

EXAMPLES OF DUTIES

Perform a variety of specialized duties to engage all parents in district and school site parent education opportunities.

Assist district and schools in communicating necessary information regarding, student progress (grades, units), grading policies, homework policies, attendance rules, discipline procedures, and health information to parents of English Learners through school and district level group and individual meetings.

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the district and division.

Serve as “point of contact” for parents of Hispanic, Migrant, and English Learner students at the district level; to answer questions related to enrollment, school placements, FRLP applications, address verifications, available special programs (AVID, Built to Last, BUILD, etc.); and other issues.

Assist the parents of Hispanic, Migrant Education, and English Learners students in their efforts to participate in school functions such as Back to School, Parent Conferences, Open House, and other school-site events by making personal contacts, answering questions, and providing in-depth trainings on these events.

Communicate the purposes for the CELDT, CAHSEE and STAR and assist parents in understanding individual student outcomes through personal contacts, one on one meetings, and group trainings.

Assist parents of Hispanic, Migrant Educations, and English Learners in their efforts to participate in school governance structures such as School Site Councils and the English Learner Advisory Committees.

Facilitate Migrant Education required monthly parent meetings.

Support parents in attending DELAC, Migrant Education, and other district meetings by making initial personal contacts and follow-up contacts.

Facilitate regularly scheduled meetings with the Parent Coordinators at the school sites in order to coordinate and collaborate offerings to the respective parent committees.

Participate on committees evaluating the impact of special programs and the academic success of students participating in youth development programs.

Conduct outreach through telephone calls, community meetings at various venues, and regularly scheduled information meetings to ensure parents comply with establish procedures and timelines (address verifications, arena enrollments, immunizations, etc.).

Provide training for parents on participating in effective teacher-parent conferences and on post-secondary opportunities for their children.

Assist parents of English Learners to support the continuing learning of their children at home by providing information regarding materials, curriculum content, and most effective practices through on-going parent training sessions.

Assist parents in developing effective parenting strategies appropriate for the American environment through on-going parent trainings.

Support the district in communicating to parents their rights under No Child Left Behind, Migrant Education, and the State Program for English Learners, and the Uniform Complaint Procedures through Spanish presentations at the district and site levels.

Assist parents to fully understand student behavior expectations and consequences.

Create a connection and dialogue between partnering schools and school leaders to help prepare parents for high school. Establish and maintain positive relations with youth-based community entities, individuals, and groups, promote effective communication with parents and the community; promote positive public relations; and identify resources for information and assistance.

Collaborate with the District Wellness Coordinator and Parent Information Consultant in facilitating parent information events. Specifically, assist with outreach and informing the school community of these offerings.

Work with district and school staff, parents, students, and community members to develop a strategic plan to increase the number of students succeeding in high school and prepared for college.

Assist site principals and/or resource teachers in the recruitment of parents and students to serve in leadership roles on district and school-site policy-making committees/councils.

Establish and maintain access to parent and community groups, and distribute information concerning district and school activities.

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the district and division.

Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Language and culture of Hispanic, Migrant Education, and English Learner students.
- Effective community outreach strategies.
- Effective planning, organization, and delivery of parent education sessions.
- Proper English usage, grammar, punctuation, vocabulary, and spelling.
- Proper Spanish usage, grammar, punctuation, vocabulary, and spelling.
- Use of computers including common programs such as Microsoft Word, Excel, and PowerPoint.
- Use of Infinite Campus.

Skill in:

Working independently and using sound judgment within scope of authority. Interacting effectively with a diverse student and teacher population. Clearly and correctly writing, reading and speaking in both English and a targeted language. Analyzing situations and taking appropriate and effective actions. Remaining calm and patient in stressful situations. Establishing and maintaining effective working relationships with those contacted in the course of work. Fluency in Spanish, proven experience in conducting effective community outreach and in developing and organizing parent education sessions and a variety of parent meetings. A high level of cultural and linguistic knowledge, knowledge about the instructional programs offered, the support mechanisms in place at each school, and the processes for reporting student progress (progress reports, report cards, state assessment reports, etc.).

A typical way of acquiring the required knowledge, skills and abilities might be:

BA or BS Degree and/or equivalent knowledge and experience in public school systems and educational policy and three years of experience community outreach work with the Hispanic, Migrant Education, and/or English Learner populations.

PHYSICAL REQUIREMENTS

The physical abilities required of this classification may include the following:

- Vision which can be corrected to a level sufficient to successfully read hand-written, typed and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability sufficient to enable communication by telephone and in person.
- Manual dexterity sufficient to use standard office equipment and supplies and to manipulate both single sheets of paper and stacks of papers and instructional materials.
- Physical ability to reach, lift, bend and grasp in order to manipulate instructional materials.

OTHER REQUIREMENTS

May require willingness and ability to work evening hours and adjust workday by using flex hours. May require a valid California Driver License, and willingness and ability to travel to various sites within the Bay Area.