



**POSITION DESCRIPTION**

**Title: Family Engagement Facilitator**

**Department: Curriculum and Instruction K-6**

**FLSA Classification: Non-Exempt**

**Bargaining Unit: CSEA 75**

**Work Year: School Year**

**Reports to: Site Administrator**

**Board Approval Date: TBD**

**Salary Grade: CSEA 75 Salary Schedule – Range 20**

**Primary Function:**

Under general supervision of the school administrator, serves as liaison between all stakeholders to address student issues, including, but not limited to academics, attendance, truancy, residency, and behavioral and home situations.

The Family Engagement Facilitator works closely with the legal administration of state, district, and site-level programs that serve English Learners, Low Income Students, and Foster Youth. The facilitator assists the site administrator in planning, organizing, and scheduling assessment activities, such as, but not limited to the administration and scoring of California’s current English Language Development Test; maintains a variety of logs, records and files of assessment and student data; prepares student forms for reclassification, and monitors students.

The Family Engagement Facilitator provides assistance and information to parents and makes referrals to appropriate community resource and public assistance agencies. The facilitator finds solutions, performs child safety checks; facilitates parent involvement in school activities; and is able to perform a variety of tasks relative to assigned area of responsibility, including but not limited to skilled clerical tasks in support of the district programs.

The facilitator is able to translate oral and written materials accurately and fluently in both English and a second language; send parent communications regarding student issues, testing, and program placements.

**Distinguishing Characteristics:**

The Family Engagement Facilitator is responsible for providing support and serves as a liaison for the school, students, and parents. The facilitator monitors student academics, attendance and tardiness, identifies students that may be at-risk, conducts home visits, and refers parents to appropriate public assistance and community organizations. The facilitator also helps schedule parent and student meetings and conferences, family sessions as needed, and provides translation. The facilitator has a flexible schedule to help facilitate parent involvement in student educational activities and to perform home visits for family outreach. The Family Engagement Facilitator is distinguished from Family Mentors or ELL Support Program & Support Technicians in that they engage the entire school community to provide additional student support, including but not limited to English Language Learners, Low Income Students, and Foster Youth.

**Essential Job Functions include, but are not limited to the following:**

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 this class.

**1. Works with, maintains, and facilitates a Family Engagement Center**

- Prepares and presents information to appropriate community resource agencies, and for school meetings designed to assist students (i.e Student Study Team & IEPs).
- Assists with and facilitates parent involvement; helps coordinates parent involvement days; notifies parents of District meetings; helps coordinate parent participation at District meetings and conferences; creates parent involvement invitations and recognition awards.
- Assists with parent education workshops, including preschool preparedness and parent literacy; helps prepare and distributes materials and handouts; maintains parent centers and encourages use by parents; is part of a network of the Family Engagement Center.
- Assists parents in completion of paperwork, including but not limited to student registration, health insurance applications and immigration paperwork
- May assist parents make appointments (i.e. doctor, dentist, etc.)

**2. Serves as a liaison between administrators, faculty, staff, parents, and the community**

- Prepares letters and notices and makes calls to parents and may conducts home visits
- Monitors student attendance and tardiness and prepares regular reports; calls parents to verify absences of identified students (EL, LI, FY) and collects documentation
- Researches potential community resources for District families
- Refers parents to appropriate community resource and public assistance agencies
- Prepares and distributes resource manuals to school
- May assist with parent-teacher conferences
- Refers students to Child Protective Services in accordance with legal requirements
- Maintains confidential student files; enters information into student information system.
- Attends a variety of meetings, workshops, committees, training sessions and conferences as required; prepares materials and handouts; provides translation for meetings as needed.
- Assists with organizing and coordinating community and District special events; compiles and distributes community information to families at community-wide events
- May greet students and parents before and after school and sign-in parents at the school

**3. Assists administrators, faculty and staff within the Multi-Tiered Systems of Support, including state-wide, district-wide, and school-wide programs**

- Assists with Student Study Team (SST) & Language Assessment Team (LAT) processes, including translating and recording information
- Prepares SST and LAT schedule for administrators, staff, faculty and parents
- Helps coordinate and attends meetings and appointments
- Prepares information, packets and materials; researches, gathers and inputs data
- Invites parents by mail and phone
- Prepares statistical data and creates statistical reports, findings, and recommendations
- Administers individual and group tests
- Maintains inventory of office supplies for the district testing program; prepares store requisitions as necessary; prepares purchase orders as directed; checkout materials to students and maintains card files
- Contacts other schools and districts for exchange of records and information on students
- Sends notices to individual students and parents periodically informing them of competency progress, requirements still to be met, and other pertinent information

- Provides information to students and parents regarding the competency tests and their administration and importance
- May respond to questions from parents and others
- Creates and/or translates correspondence to parents, students, teachers, and administrators

**4. Perform other duties as assigned by the school principal and district director/coordinator.**

**MINIMUM QUALIFICATIONS**

**Education and Experience**

Graduation from high school or G.E.D. equivalent is required. Additional college-level coursework in psychology, human development, sociology, police science or a closely related field (social services), at least two years of progressively responsible experience working with high-risk children or adolescents in an organized setting; or some combination of education, training and experience that produces the requisite knowledge and ability is desired. Experience in performing clerical responsibilities and experience in a public agency or school district is preferred.

Is knowledgeable of the district testing program; possesses good communication skills, is able to perform basic arithmetic functions. Ability to: score tests quickly and accurately; communicate results to students, parents, and teachers in an effective manner; prepare correspondence; maintain files and records on student progress; follow-up as necessary to assure students are given a chance to take the district tests; work cooperatively with parents, students, and teachers promoting a positive image for the testing programs; collect and organize data; type a minimum of 50 words per minute desired.

**Licenses/Certifications:**

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.

**Abilities/Skills/Knowledge**

- Takes personal safety precautions and procedures in potentially volatile or dangerous situations
- Knowledge of community resources and agencies
- Uses basic methods for assessing child and family needs for appropriate social service referrals
- Applies basic facilitation, negotiation and conflict resolution techniques
- Knowledge of values, problems and concerns of various cultural groups living in the community
- Ability to organize, set priorities and exercise sound judgment within areas of responsibility
- Able to read, become knowledgeable, understand, interpret, explain and apply school programs, district policies, procedures and guidelines, state laws and Education Code provisions
- Utilize listening, negotiation, persuasion and counseling skills in contacts with students and parents/guardians on difficult, sensitive and confidential matters, sometimes involving issues that are emotionally upsetting
- Obtain and accurately assess information, some of which may be highly sensitive or confidential, via telephone contacts and home visits
- Interact effectively with parents and children of diverse backgrounds, experiences and interests
- Recruit and maintain the interest of parents and help increase their participation in school
- Communicate clearly and concisely, both orally and in writing, in English and a designated second language as needed.
- Operate a computer, using standard business software.
- Develop and maintain files, records and reports
- Maintain detailed documentation.
- Exercise tact, objectivity, sensitivity and judgment in dealing with a variety of people in a variety of situations

- Establish and maintain effective working relationships with administrators, faculty, staff, probation officers, law enforcement, representatives of other public and governmental agencies, parents, students, the public and others encountered in the course of work, some of whom may be upset and abusive.

### **Working Conditions**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills in two languages; read and interpret complex 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, staff, probation officers, law enforcement, representatives of other public and governmental agencies, parents, students, the public and others encountered in the course of work, some of whom may be upset and abusive.

The work environment characteristics described here are representative of those an employee may encounter while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Employees typically work in a school office that is subject to interruptions and noise; willingness to serve at more than one school site and work variable hours as needed.
- Hours may vary to meet school needs.
- Some local and out-of-county travel may be required for the purpose of meetings, events and other activities.

### **Physical Abilities**

- 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.
- Sitting for extended periods of time.
- Walking for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard, mouse, and other devices.
- Able to lift up to 25 pounds.