DISTRICT COMMUNITY LIAISON – BILINGUAL/BILITERATE (SPANISH)

The job of District Community Liaison-Bilingual/Biliterate (Spanish) was established for the purpose of providing enhanced communication between the District, schools, and parents with specific responsibilities for providing information including written translations and oral interpretations on programs/services available to students and families as well as school and/or district activities and procedures; ensuring legal compliance; referring families to other agencies; and fostering an ongoing partnership between the home, school, and District.

**Essential Functions**

- Assists in providing training, support, and resources to site bilingual staff (e.g. editing, translating, facilitating peer training, etc.) for the purpose of ensuring appropriate and consistent training.
- Maintains a variety of confidential and non-confidential manual and electronic lists and records (e.g. activity logs, DELAC files, phone logs, community resources, etc.) for the purpose of documenting activities, providing up-to-date reference and audit trail and/or ensuring the availability of items.
- Organizes, attends, and interprets at District English Learners Advisory Council (DELAC) meetings for the purpose of providing support to the District and parents.
- Participates as an interpreter in a variety of meetings (e.g. expulsion hearings, ELAC meetings, Counselor Intakes, SST, Psychological testing, School Attendance Review Board (SARB) hearings, Individual Education Plan (IEP), parent complaints, etc.) for the purpose of assisting with communications between District administrator/personnel, school staff/faculty and parents.
- Provides translation and interpreting services in order to assist parents regarding district related matters (e.g. applications for services, attendance, health services, food service eligibility, discipline, interpreting technical information, etc.) for the purpose of ensuring effective communication between the parent and the district and maintaining an ongoing partnership between the parent and school.
- Refers students and their families to outside agencies (e.g. state agencies, medical professionals, counselors, foundations, charities, etc.) for the purpose of ensuring that the needs of students and families are met.
- Serves as a liaison between a variety of internal and external sources (e.g. students, parents, teachers, staff, support groups, outside agencies, etc.) for the purpose of communicating and interpreting information, resolving issues, and assisting with coordinating activities.
- Translates verbal and written communications as required in a designated second language with varied vocabulary demands ranging from formal to informal and from academic to legal language (e.g. newsletters, bulletins, forms, technical terminology, medical terminology, education code used by school psychologists, behavioral plans, Free/Reduced Lunch Applications, Emergency Care Cards, etc.) for the purpose of assisting District staff, parents, teachers, and other communicating effectively.
- Travels to parent’s homes occasionally for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals.

**Other Functions**

- Attends meetings, trainings, and/or workshops for the purpose of conveying and/or gathering information required to perform job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: planning and managing activities; preparing and maintaining accurate records; utilizing standard office equipment and software programs; and interpret and translate formal and informal material.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:
community resources and principles of a community services program; concepts of grammar, syntax, and punctuation; incumbents are required to speak, read and write in English and a designed second language with proficiency and accuracy.

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use basic job related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; communicating with diverse individuals and/or groups; maintaining confidentiality; setting priorities, working flexible hours; the ability to read and write in English and a designated second language with proficiency and accuracy; ability to continuously enhance and improve vocabulary in educational terminology, and the ability to translate and interpret both formal and informal documentation.

Responsibility
Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job’s functions. There is a continual opportunity to significantly impact the organization’s services.

Working Environment
The usual and customary methods of performing the job’s functions require the following physical demands: positions in the class perform work which is primarily sitting (80% sitting, 10% walking, and 10% standing). Lifting objects normally does not exceed 25 pounds; there is moderate pushing, and/or pulling objects; some climbing and balancing; moderate stooping, kneeling, crouching; significant fine finger dexterity. Positions in this class require the mobility to stand, reach, stoop, bend, and input data using a variety of equipment and software related to the position; ability to hear and understand speech at normal room levels and on the telephone.

Experience
Job related experience with increasing levels of responsibility is required. Also required is the ability to read and write in English and a designated second language with proficiency and accuracy and the ability to translate and interpret both formal and informal documentation.

Education
High School diploma or equivalent supplemented by training related to the job.

Equivalency
Any combination equivalent to graduation from high school and one year experience working in community service programs or a related field communicating in English and a designated second language.

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<tr>
<th>Certificates &amp; Licenses</th>
<th>Continuing Education/Training</th>
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<tbody>
<tr>
<td>Valid California Driver’s License and Evidence of Insurability</td>
<td>Training necessary to maintain and/or update skills related to this position.</td>
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<tr>
<td>LUSD Bilingual Certification – Minimum Level 4 Required</td>
<td>Incumbents are required to speak, read and write English and a designated second language.</td>
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<tr>
<th>Clearances</th>
<th>FLSA Status</th>
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<td>TB Clearance</td>
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