

STUDENT AND COMMUNITY ENGAGEMENT SPECIALIST

Classification: Instructional

Location: Assigned School(s)

Reports to: District Administrator

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Employees assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

This position is responsible for promoting greater cultural understanding and collaborative efforts within the district to strengthen community ties with the district. Serves as the district community liaison and cultural/linguistic broker in numerous capacities to increase family engagement and support students within various school settings to increase academic and social achievement for students. The incumbent provides vocational specific instructional and non-instructional support to teachers, students, and families and is responsible for monitoring and assisting individuals or groups of students without supervision. Provides comprehensive academic support services, social services, and activities.

Part II: Supervision and Controls over the Work:

Works under the supervision of a district office administrator(s). Work is controlled and/or guided by state statute and state administrative code, professional practice, school and district policies and procedures, and directions and expectations as established by the administrator(s). This position is responsible to adhere to school/district policies and procedures which govern their work and their interaction with students, teachers, parents, and community members.

Part III: Major Duties and Responsibilities (depending on specific assignment):

1. Establish an inclusive and collaborative environment to assist parents, from culturally specific groups, effectively navigate the public school environment for the benefit of students.
2. Build community networks by establishing regular meetings, organizing family engagement opportunities and connecting community partnerships to families and school communities.
3. Develop and maintain trusting relationships between the district/school and

parents/students by serving as a resource to community partnerships and conducting home visits as required.

4. Share cross-cultural information between culturally specific groups and district staff to facilitate understanding and communication with the purpose of welcoming and engaging students and families in schools and school activities.
5. Develop educational materials about the district or school to assist parents, and community members in learning about school systems, including website presence, while monitoring trends/themes that inform the district response.
6. Collaborate with school administrators, teachers, counselors and social workers and other school staff to identify and address student academic, behavioral and social needs including attendance and engagement.
7. Maintain a data tracking system to monitor student progress, provide instructional support in various group settings, schedule student check in and meetings and build positive trusting relationships to re-engage and maintain learning.
8. Provide information and guidance on implementing equity initiatives including Restorative Practices.
9. Actively participate in creating a safe environment through supervision of students by observing needs and challenges of students and engaging administration when needed.
10. Oversees student behavior and safety and takes steps to intervene when students are not in control, not in the proper location, or may be in dangerous or unsafe situations.
11. Demonstrate leadership skills, including the ability to facilitate groups of adult learners and students, build relationships with community, and manage conflict when necessary, using Restorative Practices to move a group forward.
12. Assist through projects, communications, and meetings to improve relations between cultural communities and educational institutions.
13. Model and mentor breaking down bias, prejudice, and other institutional barriers including being a resource addressing racial and biased incidents.
14. Attend meetings at various schools and community locations, traveling within the district and larger metropolitan community using private transportation.
15. Participates and applies appropriate training as it relates to the position.
16. Works in a flexible schedule according to need and at the discretion of the supervisor to meet the needs of families, students and community members.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Proficient bilingual skills if position is linguistically specific, to and from English, in the language(s) specified in the announcement. Meets the District assessment of bilingual skills in the required language(s).

- Two years of post-high school education preferable leading to an Associate's Degree. At the discretion of the District, highly related and comparable experience may be substituted for all or part of the two years of college/university education.
- Three (3) years' experience working with students or community members from culturally specific historically underserved populations and/or bicultural experience.
- Experience working and/or learning within a local public school system and state statutes.
- Knowledge of the value of education, and understanding of the beliefs and practices with the targeted cultural group.
- Ability to communicate effectively both in written and spoken form with parents, caretakers, school staff, administration staff, and public.
- Ability to facilitate discussion across cultures for the purpose of understanding and resolving student, family, and school issues.
- Demonstrated understanding of culture and the impact the culture may have on the education of students and the ability of parents to be engaged in the education of their children.
- Understands the strengths and needs of the target group, school district and school.
- Demonstrated knowledge of the structure, function and culture of school.
- Demonstrated ability to maintain confidence and understand student information privacy rights.

Part V: Desired Qualifications:

- Experience in community outreach, advocacy, developing leadership, socio-political consciousness and social/emotional support.
- Knowledge of the school system in a host country of the students.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak.
- Employee may be required to perform extensive work at a computer display terminal.
- The employee must occasionally lift and/or move 25 to 50 pounds.
- Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

Employee may be required to interact with clients, customers, and staff who are emotionally upset, angry or distraught. In such interactions, employee must be able to maintain control and decorum and professionalism.