Position: Coordinator II - Family Liaison for Special Populations	FLSA: Exempt	Work Days: 223
Reports to: Chief of Staff or Designee	Salary: Certificated Management Salary Schedule – Range M	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY:

The Coordinator II - Family Liaison for Special Populations supports the development, coordination, implementation, and evaluation of programs and services that promote meaningful family engagement and equitable access for students in special populations. This position provides targeted support to families navigating the educational system, with a focus on students receiving special education services and other protected populations. This role supports families in understanding their rights, accessing appropriate services, and participating as partners in their child's education, in alignment with district goals and legal requirements.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include, but are not limited to, the following:

- Supervise, support, and evaluate staff as assigned; foster a culture of accountability, collaboration, and professional growth.
- Provide leadership aligned with the District's Vision, Goals, Core Values, and Theory of Action for Student Success.
- Plan, organize, and oversee assigned functions to support effective operations, continuous improvement, and alignment with district priorities.
- Use data and evidence to inform decision-making, monitor progress, and drive outcomes through the Cycle of Continuous Learning and Improvement (CCLI).
- Promote equitable access to programs and services and inclusive practices that support the success of all students.
- Maintain compliance with applicable laws, regulations, policies, and collective bargaining agreements.
- Oversee and/or support budgeting, resource allocation, and strategic planning efforts to advance district goals (as applicable).
- Promote safe, positive, and productive learning and working environments.
- Assist in developing, implementing, and coordinating districtwide systems, practices, and initiatives that support family engagement for special populations, including students with disabilities and other students in special populations.
- Provide direct support to families in navigating the educational system, including explaining processes related to special education services, Individualized Education Programs (IEPs), Section 504 plans, and related supports.
- Facilitate communication between parents and school / district staff, addressing concerns and fostering cooperation.
- Support families in understanding their legal rights and procedural safeguards under special education law, the Americans with Disabilities Act (ADA), and related state and federal regulations.
- Assist in coordinating and facilitating meetings, workshops, and training for families on topics such as special education processes, advocacy, available services, and student supports.
- Collaborate with site administrators, special education staff, and other staff as appropriate to align services and support students and families.
- Support the development and distribution of culturally responsive and accessible communication materials related to special populations and available services.
- Assist in resolving family concerns and complaints by providing guidance, facilitating communication, and supporting problem-solving in alignment with district procedures.
- Coordinate outreach efforts to engage families of special populations, promoting equitable access to district programs, resources, and opportunities.
- Build and maintain partnerships with community organizations, agencies, and service providers that support students with disabilities and their families.
- Assist in planning, coordinating, and evaluating family engagement events and programs that specifically address the needs of special populations.
- Collect and organize data to monitor family engagement, service access, and program effectiveness; provide reports to district leadership.

- Support staff training and capacity-building efforts related to family engagement, cultural responsiveness, and supporting special populations.
- Coordinate logistics for meetings, workshops, and events, including scheduling, materials preparation, and communication with participants.
- Serve as a resource to district leaders regarding best practices for engaging and supporting families of students with special needs.
- Supervise, support, and evaluate assigned staff.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices related to the technical aspects of the assigned department.
- Federal, State, and local laws, regulations, Education Code provisions, and collective bargaining agreements applicable to assigned departments.
- District organization, operations, policies, goals, and objectives.
- Recordkeeping, office organization, and standard administrative practices.
- Proper English usage, including grammar, spelling, punctuation, and vocabulary.

Ability to:

- Communicate effectively orally and in writing and build effective working relationships with diverse audiences, including staff, students, families, community partners, and stakeholders.
- Exercise sound judgment in problem-solving, conflict resolution, and decision-making.
- Adapt to changing priorities and organizational needs with flexibility and professionalism.
- Manage budgets and allocate resources in alignment with district priorities, as applicable.

PHYSICAL ABILITIES

Positions in this classification typically require the following physical abilities to successfully perform the essential functions of the job, with or without reasonable accommodation:

- **Mobility:** Ability to sit, stand, and walk for extended periods of time. Ability to move throughout district facilities, school sites, offices, warehouses, and community locations as required.
- **Manual Dexterity:** Sufficient fine motor skills to operate a computer, keyboard, mouse, tablet, telephone, and other standard office equipment. Ability to write, type, review, and prepare documents accurately.
- **Vision:** Ability to read printed materials and electronic documents, review data, and analyze reports. Adequate visual acuity to utilize computer screens for extended periods and observe site conditions.
- **Hearing and Speech:** Ability to hear and understand conversations in person, over the telephone, and through virtual platforms. Ability to speak clearly to participate in meetings and direct communication with individuals and groups.
- **Lifting/Carrying:** Ability to occasionally lift, carry, push, or pull materials and equipment typically up to 25 pounds.
- **Reaching/Bending/Stooping:** Ability to bend, stoop, reach, and stretch as required.
- **Travel:** Ability to travel between district sites, community locations, and external meetings. May require operation of a personal or district vehicle.
- **Work Environment Tolerance:** Ability to work in standard office settings as well as school, operational, warehouse, or outdoor environments, which may include moderate noise levels and varying temperatures.
- **Extended Work Hours:** Ability to work extended hours, evenings, and occasional weekends as required for meetings, events, emergencies, or operational needs.

EDUCATION AND EXPERIENCE

Any combination of experience and training that would likely provide the required knowledge and abilities could qualify someone for this position. A typical way to obtain the knowledge and abilities would be:

- Education: Equivalent to a bachelor’s degree from an accredited college or university in education, special education, or a closely related field. A master’s degree and/or Special Education credential is preferred.
- Experience: Five years of progressively responsible experience in a K–12 educational or public school setting, including experience working with students with disabilities and/or other special populations.

LICENSES AND CERTIFICATES

- Valid California driver’s license required
- Valid California Teaching Credential required