

FAMILY & COMMUNITY ENGAGEMENT (FACE) LIAISON
REVISED

DEFINITION

Under the direction and supervision of the ~~Director of English Learners and Parent Engagement and the Coordinator of Diversity and Equity~~ **school site administrator**, the Family and Community Engagement (FACE) Liaison serves as a ~~District~~ **school** liaison between identified students, parents, families, schools, and outside community organizations and agencies to support efforts to improve school attendance, tardiness, and child welfare; provide information and materials to parents and families to assist them in utilizing community services and local resources; plan and conduct designated parenting workshops, classes, and trainings; and do other related work as required.

ESSENTIAL FUNCTIONS

Serve as a ~~District~~ **school** liaison between identified students, parents, families, schools, and outside community organizations and agencies to support efforts to improve connectedness, school attendance, tardiness, child welfare, and parent involvement; Collaborate with District departments and ~~programs~~ **school site staff**; Establish county and community partnerships that help parents and families connect with schools and other needed local resources; Assist students and families with grief support or arrangements; Collaborate with local groups and agencies to secure services, donations, and supplies for students, parents and families with identified needs; Provide information and materials to parents and families to assist in utilizing social services and community resources; Identify needs to refer students, parents and families to local agencies or school services as appropriate; Follow-up on referrals; Coordinate with community service agencies and non-profit organizations on students and their families; Receive, screen, and route telephone calls, mail, emails, and correspondence; Respond to requests, concerns, and questions from callers and visitors; In conjunction with ~~District Redlands Coordinated Services and Support (RCSS) Team~~ **school-based counselors**, provide information, emotional support, or direction; Take and relay messages; assist schools in monitoring and reviewing student attendance and records. Assist in identifying students for School Attendance and Review Team (SART); Refer students to Student Attendance Review Board (SARB); ~~Provide~~ **Provide** information to students and parents regarding school attendance policies and District support services; Encourage parents and families to participate in educational support programs; Prepare materials and present trainings and workshops on a variety of topics related to family engagement; Maintain related files, records, spreadsheets, and reports as assigned and collect required information; Assist parents and families in completing forms as necessary; Communicate with administrators, District personnel, counselors, and other school districts or outside organizations regarding student welfare, behavior, safety, academics and attendance; Attend and participate in a variety of meetings, hearings, and conferences; Plan and conduct parent classes ~~and new staff~~ **or** trainings on various ~~District~~ **school** and community resources; Plan and schedule appointments for families with various agencies and outside organizations; Provide work direction to parent volunteers; Operate a variety of office equipment including a computer and assigned software; Drive a vehicle to conduct work; Work flexible office hours within the school calendar as coordinated with direct ~~supervision~~ **supervisor**.

EMPLOYMENT STANDARDS

KNOWLEDGE AND ABILITIES

Knowledge of:

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students;
Operation of a variety of office equipment, a computer, and assigned software;
Homeless, foster youth, and youth-in-transition program requirements;
IST's, IEP and 504 procedures;
Community resource organizations including various federal, state, and county agencies;
Applicable sections of State Education Code and other applicable laws;
Learn District's student enrollment guidelines, procedures, and policies;

Knowledge of (continued):

Oral and written communication skills;
Data control procedures and data entry operations;
Correct usage, grammar, spelling, punctuation, and vocabulary of English and a designated second language; Training and public relations techniques;
Interpersonal skills using tact, patience, and courtesy;
Modern office practices, procedures, and equipment; and
Telephone techniques and etiquette.

Ability to:

Serve as a ~~District~~ **school** liaison between students, parents, personnel, families, social services, grief support resources, and community resource agencies;
Collaborate with District departments and programs;
Work and support district-wide events for families;
Perform a variety of duties involving frequent and responsible public contacts;
Read, interpret, and follow rules, regulations, policies, and procedures;
Perform a wide variety of clerical functions;
Compose correspondence and written materials independently or from oral instructions;
Refer families to appropriate local agencies or school services;
Establish and maintain cooperative and effective working relationships with others;
Type and input data accurately;
Operate a variety of office equipment including a computer and assigned software;
Work independently with little direction;
Prioritize and schedule work;
Plan and conduct trainings;
Maintain records and prepare reports;
Work flexible office hours within the school calendar as coordinated with direct supervision;
Understand, be sensitive to, and respect the diverse academic, socioeconomic, ethnic, religious, and cultural backgrounds, disabilities, and sexual orientation of students, teachers, administrators, and staff; and
Maintain consistent, punctual, and regular attendance.

EDUCATION AND EXPERIENCE

Education:

Equivalent to the completion of the twelfth grade.

Experience:

Two years responsible experience in community relations, social service, inter-group or intercultural activities, or similar work. Examples of relevant experience as an instructional assistant, school or civil community aide, or supplemental college-level coursework in related areas.

LICENSES AND CERTIFICATES

Possession of a valid and appropriate California Driver's license; qualify for insurability with the District's insurance carrier.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Ability to lift, carry, push, or pull items weighing up to 50 pounds; indoor/outdoor classroom environment.

Pre-placement Physical: Class I