



**QUALIFICATIONS:**

- High school diploma or equivalent;
- Evidence of good leadership and citizenship qualities, and an interest in students;
- Ability to communicate well with adults and children;
- Prior job-related experience working with students in a classroom setting (minimum of 3-5 years);
- The knowledge and ability to interpret school and District policies and procedures;
- Interpersonal and public relation skills;
- Availability to work some evenings;
- Ability to organize, prioritize, and complete multiple projects;
- Have a First Aid card, as requested by supervisor; and
- Such alternatives to the above qualifications, as the Board may find appropriate and acceptable.

**REPORTS TO:**

- Building Principal.

**JOB GOAL:**

- To assist school staff, parents, and community education partners to ensure success for all children and the school.

**PERFORMANCE RESPONSIBILITIES:**

- Attend regularly;
- Notify school/department when absent, according to contract specifications; and
- Adhere to arrival, rest periods, and departure times.

**Responsibilities include but are not limited to the following:**

- Work with school administrators to:
  - Identify team members and team roles;
  - Establish weekly meeting times for the Family Support Team; and
  - Review pre-existing teams and, if appropriate, establish a merger with the Family Support Team.
- Maintain communication with staff regarding the implementation of components of the Family Support Program, including:
  - Component 1 – Attendance:
    - ◇ Participate in monitoring, interventions, and prevention program-related to attendance; and
    - ◇ Work with staff to insure that chronic attendance and tardy cases are flagged and receive aggressive intervention and/or immediate referral to the Family Support Team.
  - Component 2 – School-Based Interventions:
    - ◇ Consult regularly with the facilitators of the reading program in the school to monitor student's progress;
    - ◇ Work to ensure that referring teachers and students' parents or guardians attend Case Discussion Meetings;
    - ◇ Assist in reviewing cases regularly to identify any common referrals and possible areas for prevention planning; and
    - ◇ Coordinate the implementation of FS Teams preventative program.
  - Component 3 – Family Involvement:
    - ◇ Facilitate increased parent involvement in their children's education;
    - ◇ Assist in organizing annual Welcome Visits and the New Welcome Student interviews; and
    - ◇ Guide the implementation of essential parent involvement activities.

- Component 4 – Service Integration:
  - ◇ Assist in enlisting volunteers, and developing business partnerships, agency support, and other linkages with the community;
  - ◇ Help develop and disseminate a feedback survey to parents, staff, community, and students; and
  - ◇ Work with administration to identify and recruit volunteer tutors.
- Perform other duties, as assigned.

**PHYSICAL REQUIREMENTS**

- In an 8-hour day, employee may stand/walk 4-6 hours; sit 1-4 hours; and/or drive 1-4 hours;
- Employee may use hands for repetitive grasping (i.e., filing), pushing/pulling up to 40 pounds of equipment, and fine manipulation (i.e., keyboard); and
- Employee may need to bend, twist, stoop, reach overhead, squat, climb stairs and lift occasionally.

**TERMS OF EMPLOYMENT:**

- According to Board policy and procedures, master contract, and school calendar.

**EVALUATION:**

- Performance will be evaluated annually, in accordance with Board policy and established procedures.

I have received a copy of this job description.

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Signature

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Date