

ALPINE COUNTY UNIFIED SCHOOL DISTRICT  
**NATIVE AMERICAN FAMILY/COMMUNITY LIAISON**

**REPORTS TO:** SITE ADMINISTRATOR

**SUPERVISES:** No supervisory responsibilities

**Work Calendar/Days:**

**Salary Schedule:**

**DEFINITION:**

The Native American Family/Community Liaison is established for the purpose/s of enlisting Native American family involvement in students' educational programs and reducing absenteeism, working with family community and tribal programs in identifying and achieving goals, accessing support services, bridging the gap in communication and cultural understanding to facilitate positive family, school, and student relationships.

**QUALIFICATIONS:**

Required:

1. Bachelor's degree or some college and any combination of experience which includes working as a teacher's aide/paraprofessional, working directly with the community, or coordinating family education programs and training for parents/guardians.
2. Experience working with Native American families or post-secondary coursework related to Native American studies.
3. Valid California driver's license.

**KNOWLEDGE AND ABILITY:**

- 1 Knowledge of SEL (social emotional learning) or other group dynamics and the facilitation of such group discussions.
- 2 Knowledge of trauma and its impact on student learning and behaviors and appropriate interventions.
- 3 Knowledge of how to solve practical problems.
- 4 Knowledge of methods and strategies related to development of school and community liaison processes.
- 5 Ability to plan, manage, and schedule a number of activities, meetings, and/or events.
- 6 Ability to gather, prepare, and maintain data and accurate records.
- 7 Ability to consult, provide information to, establish, and maintain relationships and confidentiality with parents/guardians, agencies, and staff.
- 8 Ability to set priorities, adapt to changes in work priorities, and work flexible hours.
- 9 Ability to work with a diversity of individuals and/or groups in a wide variety of circumstances.

**ESSENTIAL DUTIES/TASKS:**

1. Collaborates with and acts as a resource for Native American students and families and serves as liaison between Native American students, families, staff, tribal communities, and the community at large.
2. Coordinates assigned programs, groups, workshops, and parent participation in support of Native American students' success.
3. Documents and monitors student abilities in basic academics for the purpose of assisting student progress.

4. Makes phone calls and home visits as needed to Native American students and families.
5. Assists parents/guardians for the purpose of developing methods for improving and/or reinforcing student study skills and classroom goals in the home environment.
6. Communicates with Native American families, tribal programs, and the community to promote mutual understanding and work to resolve issues.
7. Facilitates outreach to Native American families, community leaders, and organizations for the purpose of developing resources and building partnerships with community members
8. Organizes meetings and educational classes for Native American families. (e.g. parenting skills, volunteer training, child growth and development) for the purpose of providing family members support classes.
9. Participates in workshops, meetings, tribal events, community events, etc. for the purpose of receiving and/or presenting information.
10. Provides appropriate referrals and advocacy for families as needed and provides follow up to determine the outcome of services provided for the purpose of supporting families in working toward their goals.
11. Assists in conducting periodic evaluation of Native American students' attendance, behavior change, and family engagement.

### **ENVIRONMENT/WORK CONDITIONS:**

- **Location:** Work is performed 90% within the school office/classroom setting, 10% in an outdoor educational setting: recess, walking, and field trips.
- **Hazards:** Working with active young children, trip hazards, and slippery surfaces.
- **Equipment Used:** General office and classroom equipment, computer, audio-visual equipment, 10-key, copier.
- **Safety Equipment:** None required.

### **ESSENTIAL FUNCTIONS:**

*(Constantly=Over 2/3 time, Frequently=1/3-2/3 time, Occasionally=Under 1/3 time, Seldom=Under 7% time)*

#### **PHYSICAL**

- **Standing/Walking:** Frequently; throughout work shift while performing duties, including recess supervision, field trips.
- **Sitting:** Occasionally; while performing duties at low tables assisting students.
- **Lift/Carry:** Frequently; 1-15 pounds; instructional materials, books, binders, paperwork. Occasional lifting 16-35 pounds, books and materials, assisting students and moving equipment.
- **Bending/Stooping:** Frequently; at knees/waist/neck while providing one-to-one student services or retrieving items from lower shelves.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-30 pounds while assisting students, moving furniture and equipment and opening doors, etc.
- **Climbing/Balancing:** Seldom, using stepladder in classroom, may be stairs at some locations.
- **Kneeling/Crouching/Crawling:** Occasionally; kneeling may be required while assisting students in physical activities. Crouching/crawling not required but may choose to get in these positions with children for activities.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly; to provide instructional assistance to student. Assignment may require hand/eye coordination, depth perception and peripheral vision depending on assignment.

#### **MENTAL**

- Constant mental alertness required in supervising activity of assigned student to anticipate behaviors of student and maintain safe, educational environment.
- Must possess necessary communication skills, written and oral, to complete assignments.
- Must be able to read, write speak English; possess interpersonal skills to work well with various types of students, parents and staff.
- Must be able to adapt to work pressures that can include frequent interruptions, multiple tasks and maintaining daily schedule of activities.
- Must be able to work independently with assigned student and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and set appropriate behavioral model to assigned student

Adopted: