



EMPLOYEE NAME: _____

Revised: 2/05; 8/12; 10/12; 10/14; 5/15; 8/15; 12/17; 3/18; 6/18;
12/18; 2/19; 12/20; 11/23; 10/25; 3/26

JOB DESCRIPTION

POSITION TITLE: Family and Community Support Facilitator	JOB CODE: 397Z
DIVISION: Academic Division/Teaching & Learning	SALARY SCHEDULE: Professional/Supervisory
DEPARTMENT: English Learner Programs	WORKDAYS: 204
REPORTS TO: Supervisor, ESOL/IWC	PAY GRADE: Rank I (Based on NK09)
FLSA: Exempt	PAY FREQUENCY: Monthly
PRIMARY FUNCTION: Assists local schools in ensuring that parents of English Learners have the knowledge, skills, and tools to support the English language development and academic achievement of their children; collaborates with district and local school personnel to design presentations and develop guidance and resources for parents; works collaboratively with district and local school personnel to improve the quality and consistency of family involvement; develops materials and training to ensure parents understand the expectations and requirements of the American school system, set goals for their children, and support their children in earning their high school diploma with their graduation cohort; builds the capacity of local school personnel to communicate effectively with and engage non-English speaking parents.	
REVISION DATE(S): 3/26	

REQUIREMENTS:

1.	Educational Level: Bachelor’s degree or its equivalency required (2 years of similar work level experience = 1 year of college) - A combination of experience and education may be used to meet the bachelor’s degree requirement; however, the work experience years used to qualify for the bachelor’s degree requirement cannot be used to meet the work experience requirement.
2.	Certification/License Required: None
3.	Experience: Three years’ experience working in a bilingual environment. Parent engagement experience in a K-12 setting preferred.
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Advanced to superior written and oral communication skills in Spanish and English; skills in developing and delivering professional learning; university studies in a foreign language preferred; knowledge of ESOL policies and procedures preferred; computing skills, and organizational skills.

The Board of Education and the Superintendent may accept alternatives to some of the above requirements.

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Collaborates to develop presentations, guidance, and resources between schools and limited English proficient (LEP) parents to facilitate home-school communication.
3.	Works collaboratively with district and local school personnel and the ESOL/IWC Supervisor to assess the needs of LEP parents and to design, plan, carry out, evaluate, and continuously improve virtual and in-person workshops and resources for LEP parents on a variety of useful topics, such as the ESOL program, Title III resources, attendance, grading, graduation requirements, post-secondary opportunities, Student Code of Conduct and discipline, ACCESS, content assessments, and attaining English proficiency, as well as workshops/resources to build parent capacity to use district-provided technology, tools, and resources to monitor student attendance and academic progress. Maintains appropriate documentation of all events and activities.
4.	Works collaboratively with district and local school personnel to support use of available technology, tools, and applications to encourage consistent, coherent communication with LEP parents; facilitates appropriate local school use of translation and interpretation resources.

5.	Supports school leaders and teachers in understanding, using, and improving the implementation of district ESOL curriculum and Title III funded resources.
6.	Engages parents in supporting English Learner students in setting and achieving goals to increase their English proficiency and academic achievement through consistent school attendance, engagement in learning, and use of ESOL and Title III funded educational resources and supports.
7.	Supports administrators and teachers in understanding and implementing best practices for supporting students and families by cultivating a trusting, interactive, and collaborative relationship between home and school.
8.	Performs other duties as assigned by the ESOL/IWC Supervisor.

Signature of Employee _____ Date _____

Signature of Supervisor _____ Date _____