



IRVINE UNIFIED SCHOOL DISTRICT

SPECIALIST-COMMUNITY LIAISON/LANGUAGE SUPPORT Arabic OR Chinese (Mandarin, Taiwanese, Cantonese) OR Farsi OR Filipino (Tagalog) OR Japanese OR Korean OR Spanish

DEFINITION:

Under the supervision the Coordinator-Language Development Programs, serves as a liaison between students, parents, families and personnel to assure smooth and efficient communications related to District programs, activities, procedures and regulations; serves as an interpreter/ translator of oral and written materials to facilitate communication with non-English speaking students, parents and families; establishes and maintains effective communication with parents in English and a designated second language to assess student needs, academic progress and cultural adjustment.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:
Other duties may be assigned.

- Serves as a liaison between students, parents, families and personnel to explain District policies, rules and regulations; provides information to parents regarding the District's ELD program, enrollment process, student placement and educational programs.
- Serves as an interpreter for non-English speaking students and parents; provides oral and written translation and interpretation of District correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language; proofreads and assures accuracy of translated materials.
- Assists in the establishment and maintenance of communication between the district, school, Language Development Programs, and the community-at-large.
- Initiates and receives a variety of telephone calls; provide information making contact with school offices, students, parents and the public.
- Interprets and provides translations for students, parents and staff during school events, hearings, conferences and meetings as assigned.
- Assists instructional personnel in developing effective home/school communications, both verbally and in writing.
- Participates in activities that develop cultural awareness and proficiency among District and school personnel.
- Administers primary (native) language proficiency assessments to students.
- Monitors and evaluates the needs of enrolled students; provides information and materials to parents to assist them in utilizing community services and resources; refers families to local agencies or school services as appropriate; follows-up on community referrals.
- Develops materials for and facilitates Parent Outreach Activities that support the transition of foreign students and parents into the learning community.
- Attends a variety of meetings, workshops, conferences and in-service trainings as assigned.
- Researches and identifies methods to increase participation and facilitation of parent-outreach programs.
- Inputs a variety of data into an assigned computer system; initiates queries and generates a variety of computerized reports as requested; establishes and maintains automated records and files; assures accuracy of input and output data; duplicates and distributes materials as needed.
- Operates a variety of office equipment including a computer and assigned software; operates a projector and audio visual equipment; drives a vehicle to conduct work.

QUALIFICATIONS GUIDE

Knowledge of:

- Extensive vocabulary and correct usage, grammar, spelling and punctuation of English and a designated second language

- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.
- District policies, guidelines, objectives and educational process for assigned program and activities.
- Oral and written communication skills.
- Cultural diversity and sensitivity.
- Interpersonal skills using tact, patience and courtesy.
- Applicable laws, codes, regulations, policies and procedures.
- Operation of standard office equipment including a computer and assigned software.
- Record-keeping and report preparation techniques.
- General understanding of the stages of child development and related behavior characteristics.
- General understanding of the purposes and goals of public education.
- Public speaking and presentation techniques.

Ability to:

- Communicate effectively in English and a designated second language.
- Communicate effectively both orally and in writing.
- Demonstrate an understanding, patient, warm and receptive attitude toward children, parents and staff
- Establish and maintain cooperative and effective working relationships with others.
- Provide oral and written translation and interpretation of correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language.
- Provide information to families regarding a variety of school and District programs and related procedures, activities, rules and regulations.
- Serve as a liaison between students, parents, personnel and families.
- Monitor and evaluate the needs of English learner and immigrant students and their families.
- Refer families to appropriate local agencies or school services.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Organize and facilitate informational meetings for parents
- Work independently with little direction.
- Operate standard office equipment including a computer and assigned software.
- Perform a variety of clerical duties related to assigned activities.
- Maintain records and prepare reports.
- Learn and utilize basic protocols and procedures to be followed in providing translation and interpretation support
- Understand and carry out oral and written instructions

EDUCATION/EXPERIENCE:

Any combination equivalent to: graduation from high school and some experience working with children in an educational setting or organized learning environment. Experience working with students and families with diverse cultural backgrounds is desirable. Completion of college level courses in language, humanities, and social science is preferred.

LICENSES AND OTHER REQUIREMENTS:

- Incumbents are encouraged to participate in courses, seminars and workshops in the area of instructional services, psychology or guidance.
- Proof of passage of the CBEST, or proof of an AA degree or higher from an accredited institution in the US or successful passage of the District's Proficiency Test or meet cut scores for ACT/SAT (ACT-23 Math, 22 English; SAT-550 Math, 500 English).
- Incumbents in this classification may be required to speak, read and write in English and a designated second language and obtain passing scores on the District's bilingual test in a designated second language.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Reaching overhead and above shoulders to access materials.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing or pulling objects up to 25 pounds.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

WORK ENVIRONMENT:

Indoor/office environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Previously Revised: 6/2017