



# IRVINE UNIFIED SCHOOL DISTRICT

## COORDINATOR IV: FAMILY OUTREACH AND STUDENT ENGAGEMENT

### DEFINITION:

Under the general guidance and supervision of the Director of Student Services, serves as a district resource for student attendance and engagement as well as family and community outreach.

This Coordinator liaises with schools, families, and community partners, to provide appropriate support and intervention for all students from Pre-Kindergarten through 12<sup>th</sup> grade; collaborates with the Director of Student Services to support the needs of all staff regarding student attendance, student re-engagement, and truancy response; develops and coordinates district outreach to students and families in a variety of ways, including professional learning, shared responsibility and leadership, and capacity-building.

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

### Attendance Outreach and Recovery

- Develops and implements school engagement plans for students
- Maintains and conducts review of records for students with chronic absenteeism, excessive absences, or students referred to SARB
- Develops and implements district home visit protocols to include a home visit referral system for site staff to refer students and families as needed
- Serves as the chairperson at all SARB hearings
- Communicates and collaborates with Orange County Probation and other community agencies that are part of post-SARB intervention
- Coordinates referrals and facilitates Parent/District Attorney meetings
- Participates on Site Attendance Review Boards and site SST/SRT meetings upon request
- Represents the district at state and county meetings related to SARB and truancy response
- Provides professional learning opportunities for all applicable staff on attendance intervention, technical assistance, and implementing research-based engagement strategies

### Family Engagement

- Collaborates with other parent involvement programs and city/county resources for students and family resources
- Develops, coordinates, and implements research-based strategies and community resources to strengthen family engagement activities
- Evaluates and supervises district Community Liaisons
- Recruits, trains, and evaluates district Short-Term Interpreter Support staff
- Promotes parents as partners and provides equal opportunity for all parents, by involving them in the decision-making process regarding parent involvement activities and school improvement
- Collaborate with other district leaders to integrate district EEDI efforts
- Provides workshops and seminars for parents and families on engagement strategies, safe and inclusive learning environments, school climate and culture, cultural responsiveness, and cultural competency

**QUALIFICATIONS GUIDE****Knowledge of:**

- Applicable state and federal laws, regulations, and compliance requirements regarding student attendance and truancy response policies and practices in California
- Family engagement frameworks, research, and literature.
- Strategies for fostering a culture of inclusion, respecting the diversity of families' economic, linguistic and cultural backgrounds
- Effective presentation strategies

**Ability to:**

- Communicate and collaborate effectively with diverse groups and audiences
- Analyze complex situations and prepare response alternatives for consideration by decision making groups
- Operationalize engagement strategies into effective and efficient protocols that can be replicated at the site level
- Collaborate with other agencies in planning and implementing effective home visit protocols and practices, including staff training, within established budget constraints.

**EDUCATION/EXPERIENCE:**

- Three years of successful, relevant education related work experience
- A Master's degree from an accredited college or university is preferred
- Possession of a valid California driver's license
- Valid Administrative Services

**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.

While performing the duties of this job, the employee is regularly required to sit and talk or hear; the employee is required to walk; specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**WORK 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.

While performing the duties of this job, the employee regularly works in outside weather conditions.

The noise level in the work environment is usually moderate.

New 3/31/23