



Position Description

Parent Liaison Facilitator

*Salary Level: **Based on AEA Contract***

*Prepared Date: **February 2024***

*Contract/Benefits: **Based on AEA Contract***

*Prepared by: Will Seng, Acting Executive
Director of HR*

*Department or Area: **Family and Community Engagement***

*Approved By: Robin Harris, Chief Outreach
Officer, Family & Community Engagement*

*Reports To: **Director of Family and Community
Engagement***

Qualifications:

1. Bachelor's Degree
2. Prior experience in areas related to school/community relations, working with parents and/or students.
3. Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151).
4. Must be able to work a flexible schedule (evenings and/or weekends) as determined by the supervisor.
5. Bilingual in Spanish preferred.
6. Such additional or alternatives to the above qualifications as the Superintendent and Allentown School District Board of Directors deem appropriate and acceptable.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Summary

Coordinates parental engagement/involvement activities of pupil personnel services, including communications, procedures/policies, security/safety matters and other special programs consistent with the charge of improving student achievement and parent engagement by supporting the Director of Family & Community Engagement in performing the essential duties and responsibilities outlined below.

Essential Duties and Responsibilities

- Provides guidance, training and technical assistance to school staff on effective parent and community engagement strategies and activities.
- Communicates and collaborates with staff, parents, community and advocates on issues pertaining to family and community engagement.
- Promotes high-quality family and community engagement services.
- Coordinates supports for students and parents to integrate and assimilate into a new school setting.

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- Keeps accurate and detailed records of parental and community involvement activities as they pertain to communications, safety and security planning.
 - Facilitates ongoing communications/customer service with community, families, school and the District.
 - Facilitates communication of the District Code of Conduct and assists parents/guardians with the ASD communications protocol.
 - Provides translation services, when necessary.
 - Supports the implementation of school parent and community involvement targets and provides assistance in developing strategies to meet those goals in order to sustain parental support, involvement and communication.
 - Generates reports related to family and community engagement participation and strategies.
 - Seeks parent and community partnerships around improving student performance and behavior.
 - Develops strategies for improving home/school communication.
 - Participates in school-wide parent engagement activities.
 - Attends community meetings to inform and promote community and school-wide community and parental involvement activities.
 - Collaborates and cooperates with other schools and central departments in meeting the goals of the position.
 - Participates in coordinated programs of school/parent liaisons and volunteers.
 - Participates in initiatives related to diversity and multiculturalism within the district.
 - Reads, analyzes, and interprets professional journals, studies of best practices, and federal, state, and local regulations.
 - Writes reports, correspondence, and procedure manuals and memoranda.
 - Presents information and responds to questions from groups of faculty, support staff, students, parents, and the general public.
 - Completes other duties assigned that are aligned with the responsibilities of this position.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances

team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition

Leadership Skills

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism; Develops workable implementation plans; Communicates changes effectively; Prepares and supports those affected by change; Monitors transition and evaluates results; Provides recognition for results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Includes faculty and staff in planning and decision-making; Takes responsibility for the performance of faculty and staff; Makes self-accessible to faculty, staff, and students; Provides regular performance feedback to faculty and staff; Develops the skills of faculty and staff and encourages growth; Continually works to improve supervisory skills; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others; Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines; Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions;

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals.

Personal Competencies

Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

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

While performing the duties of this job, the facilitator is regularly required to talk or hear. The facilitator is frequently required to walk, climb stairs, bend, lift, and set up events that may require lifting light to medium weight boxes, moving tables/chairs, and organizing a space to have an effective event. The facilitator is required to use hands to fingers or handle documents, telephone, etc. The facilitator is occasionally required to stand, sit, and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the terms of the AEA contract.

Individual serving in this position

Date: _____