

CLASSIFICATION DESCRIPTION  
American Indian Home School Liaison

<b><u>Title of Immediate Supervisor:</u></b> Coordinator of American Indian Education	<b><u>Department:</u></b> Indian Education	<b><u>FLSA Status:</u></b> Non-Exempt
<b><u>Accountable For (Job Titles):</u></b>		<b><u>Pay Grade Assignment:</u></b> Paraprofessionals, Addendum A, Wages (formerly known as Indian Youth Advocate)

<b>General Summary or Purpose Of Job:</b>
To bring knowledge of American Indian culture to school teams to ensure that alternatives are explored prior to referral for special education evaluation and to ensure that families are actively engaged in the intervention and referral process. Particular emphasis will be placed on ensuring that American Indian students are not over-identified as students with EBD.

<b>DUTY NO.</b>	<b>ESSENTIAL DUTIES:</b> (These duties are a representative sample; position assignments may vary.)	<b>FREQUENCY</b>
A.	<u>Outreach and Information Dissemination</u> <ol style="list-style-type: none"> <li>1. Disseminate information and knowledge of American Indian culture to special education and general education staff regarding effective communicate strategies related to American Indian families.</li> <li>2. Disseminate information and knowledge to special and general education staff about American Indian cultural differences that affect relationships and interactions among students, parents, and staff.</li> <li>3. Provide information to families about special education (i.e., eligibility process, due process rights for decision making).</li> <li>4. Provide information about culturally competent interventions when learning and/or behavioral problems are first suspected.</li> <li>5. Work with schools to resolve problems in general and/or special education (conflict resolution strategies).</li> <li>6. Act as a contact point for parents and/or students to answer questions that arise during special education evaluations, intervention periods, etc.</li> <li>7. Make ongoing, periodic contacts with parents and students to foster communication, answer questions as they arise, and to foster parent involvement. Provides guidance and encouragement to American Indian students.</li> </ol>	30%

	<ol style="list-style-type: none"> <li>8. Facilitate communication between the school and other service agencies, particularly those that serve American Indian communities.</li> <li>9. Participate on the American Indian Parent Advisory board by attending monthly meetings.</li> </ol>	
B.	<p><u>Early Intervention, Assistance Teams, Special Education Evaluation</u></p> <ol style="list-style-type: none"> <li>1. Attend all student assistance team meetings where American Indian students are being discussed to ensure that the team has sufficient information to begin to develop suggestions.</li> <li>2. Help to gather information and to clarify the problem, including information about home language and culture; parent perceptions of the child's behavior, development, and health; and the student's relationships and functioning in the community.</li> <li>3. Work with assistance team staff to interview the family as a part of the early intervention process.</li> <li>4. Help to develop classroom interventions, support and implement interventions such as Check &amp; Connect, and assist with determining the effectiveness of interventions.</li> <li>5. Help to determine whether referral for a special education evaluation is needed.</li> <li>6. Assist the team in developing an evaluation plan that is culturally competent and ensure that parents understand what their input can be toward the final plan (includes helping teams to choose proper instruments and to engage in proper procedures).</li> <li>7. Participate in the special education evaluation (will vary per child) in areas such as parent interviews, observations, helping staff to review results and help interpret the cultural impact, etc.</li> <li>8. Participate in all team meetings and discussions about evaluation results once a student is referred for a special education evaluation, ensuring that the team considers whether language and/or cultural factors influenced outcomes.</li> </ol>	30%

	<p>9. Provide academic assistance for American Indian students based upon the student assignments and target group needs. (In some cases, the position might include a daily, structured academic opportunity during extended day or a guided study hall to a particular target group. For example, a focus on 6<sup>th</sup> grade boys or entering 7<sup>th</sup> graders might warrant more intensive attention. These students would be well known to the liaison if they are referred and communication between families and staff would already be well established.)</p>	
C.	<p><u>Meetings and Special Education Services</u></p> <ol style="list-style-type: none"> <li>1. Attend team meetings and facilitate parents' involvement in the discussion and decision-making process.</li> <li>2. Discuss cultural differences that need to be considered in the development of the IEP or any other educational services that result from the evaluation if the student is not found eligible.</li> <li>3. Work with families to identify ways to support their student's educational goals and to help the student understand entry to special education services.</li> <li>4. Attend trainings as assigned by supervisor.</li> </ol>	30%
D.	<p><u>Other Duties</u></p> <ol style="list-style-type: none"> <li>1. Perform other duties of a comparable level or type at the request of the supervisor.</li> </ol>	10%

**Minimum Qualifications:** (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

- Requires a minimum of a high school diploma or a GED; **and** 60 Semester Credits or 90 Quarter Credits of College or a passing score on the ParaPro Assessment; **OR** an equivalent combination of education and training necessary to successfully perform the essential functions of the work.
- Ability to obtain a valid drivers' license and automobile insurance or the ability to travel between district sites and to other functions in a timely manner as required.

**Certification or Licensing Requirements:** (prior to job entry)

None noted

**Knowledge Requirements:** (Requires knowledge of)

- Special Education
- Eligibility and referral processes for special education services
- Culture and language of the American Indian families and students in the Duluth/Superior area
- Demonstrated knowledge and use of Indigenous language and culture

**Skill Requirements:** (Skilled in)

- Attendance at trainings, examples: MDE, MIEA
- Demonstrated excellent interpersonal and communication skills (oral and written)
- Demonstrated skill working and communicating effectively with families, students, teachers and staff
- Self-directed, requires minimal supervision
- Demonstrated excellent time management skills
- Demonstrated skill in prioritizing daily assignments
- Problem solving skills leading to effective solutions
- Flexibility to adapt to changing work environments and daily schedules/work hours

**Physical Requirements:** Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk			√	
Sit		√		
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance		√		
Stoop/kneel/crouch or crawl	√			
Talk and hear				√
Taste and smell	√			
<b>Lift &amp; Carry:</b> Up to 10 lbs.		√		
Up to 25 lbs.	√			
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

**General Environmental Conditions:**

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.

The typical noise level is considered to be moderate.

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<b>General Physical Conditions:</b>		
<p><b>Work can be generally characterized as:</b></p> <p><b>Sedentary Work:</b> Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.</p>		
<b>Vision Requirements:</b> Check box if relevant	Yes	No
No special vision requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Close Vision (20 in. of less)	<input type="checkbox"/>	<input type="checkbox"/>
Distance Vision (20 ft. of more)	<input type="checkbox"/>	<input type="checkbox"/>
Color Vision	<input type="checkbox"/>	<input type="checkbox"/>
Depth Perception	<input type="checkbox"/>	<input type="checkbox"/>
Peripheral Vision	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Job Classification History:</b> Classification revised by HR and Indian Education on 7/7/16 and Banded/Graded by Bjorklund Compensation Consulting 8/2016.</p>		