



## Santa Rosa City Schools

### Classification Description

|                         |   |                             |                       |
|-------------------------|---|-----------------------------|-----------------------|
| <b>Job title:</b>       | Family Support Liaison                      | <b>Department:</b>          | Wellness & Engagement |
| <b>Reports to:</b>      | Executive Director of Wellness & Engagement | <b>FLSA Classification:</b> | Non-Exempt            |
| <b>Bargaining Unit:</b> | CSEA 75                                     | <b>Work year:</b>           | 10 months             |
| <b>Salary Range</b>     | CSEA Range 20                               | <b>Board Approval:</b>      | 5/28/25               |

**Primary Function:**

Under the general supervision of Wellness & Engagement, serves as liaison between all stakeholders to address student issues, including, but not limited to, attendance, truancy, residency, and behavioral and home situations, including McKinney Vento and Foster Youth.

The Family Liaison works closely with the Wellness & Engagement programs, including state, district, and site-level programs that serve unduplicated pupils. Work that supports school sites in improving average daily attendance, chronic absenteeism, and truancy is a critical function of this position. The Family Liaison provides assistance and information to schools and parents and makes referrals to appropriate community resources and public assistance agencies. The Family Liaison helps find solutions, performs home visits, assists with child safety checks, facilitates parent involvement in school activities, and can perform a variety of tasks relative to the assigned area of responsibility, including but not limited to skilled clerical tasks in support of the district programs.

The Family Liaison is able to communicate oral and written materials accurately and fluently; fluency in a language other than English is preferred, especially Spanish. The facilitator will send parent communications regarding attendance, referrals, support programs, and student wellness.

**Distinguishing Characteristics:**

The Family Liaison is responsible for providing support and serves as a liaison for the district, school, students, and parents. The Family Liaison has a flexible schedule to help facilitate parent involvement in student educational activities and to perform home visits for family outreach. The Family Liaison is distinguished from Family Engagement Facilitators or ELL Support Program & Support Technicians in that they engage the entire community to provide additional student support in areas of engagement, attendance, and intervention, including but not limited to unduplicated pupils. There is targeted support to students who are Foster Youth and families who qualify under McKinney-Vento. This position will include both field work and office duties.

**Essential Job Functions include, but are not limited to the following:**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to this class.

- 1. Serves as a liaison between administrators, faculty, staff, parents, and the community**
  - a. Monitors student attendance and tardiness and prepares regular reports and communicates this with parents/guardians;
  - b. Support the academic and social-emotional success of identified students (EL, LI, HY, FY) and collect data on their progress
  - c. Researches potential community and social service resources for District families and makes family referrals
  - d. May assist with student meetings and conferences
  - e. Maintains confidential student files; and maintains documentation in the student information system
  - f. Attends a variety of meetings, workshops, committees, training sessions, and conferences as required; prepares materials and handouts; provides or coordinates translation services for meetings as needed
  - g. Assists with organizing and coordinating community and District special events; compiles and distributes community information to families at community-wide events
  - h. Assists with parent education workshops, district workshops, and meetings, including preschool preparedness and parent literacy; helps prepare and distribute materials and handouts; supports Wellness and Parent Resource centers and encourages use by parents;
- 2. Works with, maintains, and facilitates student attendance and truancy program**
  - a. Coordinates and facilitates the truancy process
  - b. Attends SARTS and SARBs meetings
  - c. Coordinates services between school staff and community-based organizations
  - d. Coordinates services with the county and district attorney
- 3. Works with, maintains, and facilitates support of Foster Youth and Youth who qualify under McKinney-Vento**
  - a. Coordinates and facilitates the intake interviews, enrollment support and exit interviews
  - b. Collects data for program evaluation and grant purposes
  - c. Coordinates services between school staff and community-based organizations
  - d. Coordinates services with the county and district attorney
- 4. Works with, supports, and facilitates student enrollment at both the site and district levels**
  - a. Assists parents in the completion of paperwork, including but not limited to student registration, health insurance applications, and other paperwork
  - b. May assist parents with appointments

**May perform other duties related to this job description.**

## **MINIMUM QUALIFICATIONS**

### **Education and Experience**

Graduation from high school or G.E.D. equivalent is required. At least two years of experience working with high-risk children or adolescents in an organized setting, or a combination of education, training, and experience that provides the requisite knowledge and abilities, is desired. Experience performing clerical duties and experience in a public agency or school district are preferred.

The ideal candidate will possess good communication skills, be able to perform basic arithmetic functions, and have the ability to prepare correspondence, maintain files and records on student progress, collect and organize data, and is comfortable with student information systems and technology; can type a minimum of 50 words per minute.

### **Licenses/Certifications:**

A valid California Class C driver's license, a good driving record, and the ability to maintain insurability under the District's vehicle insurance policy.

### **Abilities/Skills/Knowledge**

- Knows community resources and agencies
- Uses basic methods to assess child and family needs for appropriate social service referrals
- Applies basic facilitation, negotiation, and conflict resolution techniques
- Understands the values, problems, and concerns of various cultural groups living in the community
- Organizes, sets priorities, and exercises sound judgment within areas of responsibility
- Reads, understands, interprets, explains, and applies school programs, district policies, procedures, guidelines, state laws, and Education Code provisions, and FERPA
- Utilizes listening, negotiation, persuasion, and counseling skills in interactions with students and parents/guardians on difficult, sensitive, and confidential matters, sometimes involving emotionally sensitive issues
- Obtains and accurately assesses information, some of which may be highly sensitive or confidential, through telephone contacts and home visits
- Interacts effectively with parents and children of diverse backgrounds, experiences, and interests
- Recruits and maintains parents' interest, helping increase their participation in school
- Communicates clearly and concisely, both orally and in writing, in English and a designated second language as needed
- Operates a computer using standard student information and educational software
- Develops and maintains files, records, and reports
- Maintains detailed documentation
- Exercises tact, objectivity, sensitivity, and judgment when dealing with a variety of people in diverse situations
- Establishes and maintains effective working relationships with administrators, faculty, staff, probation officers, law enforcement, representatives of other public and governmental agencies, parents, students, the public, and others encountered in the course of work, some of whom may be upset and abusive.

## **Working Conditions**

The work environment characteristics described here are representative of those an employee may encounter while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Employees will perform both office duties and field work, including site visits and home visits.
- Employees typically work in a school office that is subject to interruptions and noise, and must be willing to serve at more than one school site and work variable hours as needed.
- Hours may vary to meet school needs.
- Some local and out-of-county travel may be required for meetings, events, and other activities.

## **Physical Abilities**

- While performing the duties of this class, an employee is regularly required to sit; talk or hear, in person, in meetings and by telephone; use hands to finger, handle, feel, or operate standard office equipment; and reach with hands and arms. The employee is frequently required to walk and stand. Specific vision abilities required by this job include close vision and the ability to adjust focus.
  - Sitting for extended periods of time.
  - Walking for extended periods of time.
  - Dexterity of hands and fingers to operate a computer keyboard, mouse, and other devices.
  - Able to lift up to 25 pounds.

**WORK ENVIRONMENT:**

Performance of the essential job functions involves typically working in an environment as described here below.

**Environmental Demands**

| Factor   | Y                                   | N                                   | If yes, describe   |
|--|-------------------------------------|-------------------------------------|--------------------|
| Driving cars, trucks, forklifts and other equipment    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                    |
| Working around equipment and machinery                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Office equipment   |
| Walking on uneven ground                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Outdoor surfaces   |
| Exposure to excessive noise                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Yelling, screaming |
| Exposure to extremes in temperature, humidity, wetness | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Outdoor conditions |
| Exposure to dust, gas, fumes, or chemicals             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                    |
| Working at heights                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                    |
| Operation of foot controls or repetitive foot movement | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                    |
| Use of special visual or auditory protective equipment | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                    |
| Working with biohazards                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Bodily fluids      |

**PHYSICAL DEMANDS:**

Performance of the essential job functions typically requires the physical demands as described here below.

| Category                    | Never   | Rare<br><10% | Occas.<br>to<br>33% | Freq.<br>to<br>66% | Cont.<br>> 66% |
|-----------------------------|---|--------------|---------------------|--------------------|----------------|
| Sitting                     |   |              |                     | X                  |                |
| Walking                     |   |              |                     | X                  |                |
| Standing                    |   |              | X                   |                    |                |
| Bending (Neck)              |   |              | X                   |                    |                |
| Bending (Waist)             |   |              | X                   |                    |                |
| Twisting (Neck)             |   |              | X                   |                    |                |
| Twisting (Waist)            |   | X            |                     |                    |                |
| Squatting                   |   | X            |                     |                    |                |
| Climbing                    |   | X            |                     |                    |                |
| Kneeling                    |   | X            |                     |                    |                |
| Crawling                    | X   |              |                     |                    |                |
| Repetitive use of Hands?    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |              |                     |                    |                |
|                             | D = Dominant Hand ND = Non-Dominant hand                            |              |                     |                    |                |
| Simple Grasping (D)         |   |              | X                   |                    |                |
| Simple Grasping (ND)        |   |              | X                   |                    |                |
| Power Grasping (D)          |   | X            |                     |                    |                |
| Power Grasping (ND)         |   | X            |                     |                    |                |
| Fine Manipulation (D)       |   |              | X                   |                    |                |
| Fine Manipulation (ND)      |   |              | X                   |                    |                |
| Pushing & Pulling (D)       |   | X            |                     |                    |                |
| Pushing & Pulling (ND)      |   | X            |                     |                    |                |
| Reaching- Above Shoulder    |   | X            |                     |                    |                |
| Reaching- At/Below Shoulder |   |              | X                   |                    |                |

**LIFTING**

|            | Never | Rare<br><10% | Occas.<br>to<br>33% | Freq.<br>to<br>66% | Cont.<br>> 66% |
|------------|-------|--------------|---------------------|--------------------|----------------|
| 1-10 lbs   |       |              | X                   |                    |                |
| 11-25 lbs  |       | X            |                     |                    |                |
| 26-50 lbs  | X     |              |                     |                    |                |
| 51-75 lbs  | X     |              |                     |                    |                |
| 76-100 lbs | X     |              |                     |                    |                |
| 100+ lbs   | X     |              |                     |                    |                |

**CARRYING**

|            | Never | Rare<br><10% | Occas.<br>to<br>33% | Freq.<br>to<br>66% | Cont.<br>> 66% |
|------------|-------|--------------|---------------------|--------------------|----------------|
| 1-10 lbs   |       |              | X                   |                    |                |
| 11-25 lbs  |       | X            |                     |                    |                |
| 26-50 lbs  | X     |              |                     |                    |                |
| 51-75 lbs  | X     |              |                     |                    |                |
| 76-100 lbs | X     |              |                     |                    |                |
| 100+ lbs   | X     |              |                     |                    |                |

**NOTE:**

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer understands they have a responsibility to consider reasonable accommodations for individuals with disabilities.