

DeKalb County School District Position Specification

Title: Family and Community Engagement (FACE) Advocate

DIVISION: Equity

GRADE: 115

DEPARTMENT: Division of Equity

WORKDAYS: 213

REPORTS TO: Executive Director of Mentoring

FLSA STATUS: Non-Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): July 28, 2023

General Statement of Job

Under general supervision, provides support to identified students and families with transitioning environments for the purpose of ensuring academic and social success. Support efforts for enlisting parental involvement in students' educational programs. Works with parents and students in identifying and achieving goals; accessing support services; and facilitating positive parent, school and student relationships.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan and Aligned Management System. Other duties may be required and assigned.

Administers programs/activities to bridge the gap between home and school for the purpose of helping parents get information and support needed to ensure their students' academic and social success in compliance with established guidelines.

Collaborates with Leadership Teams to identify appropriate student caseloads.

Develops and implements a mentoring program for students assigned to their caseload in collaboration with the Leadership team that includes but is not limited to weekly relationship building activities, school-to-home support and goal setting.

Assesses family and student needs to develop and implement an action plan to remove barriers to child's success in school.

Visits families and students in their homes to engage parents, informing parents/students of school and/or community resources.

Connects parents, teachers, staff, and students with health plans, classroom learning plans, and nutrition plans (e.g., school supplies, athletic programs, medical/dental/vision assistance, food/clothing/housing assistance mental health resources, after school activities, school expectations, etc.) for the purpose of establishing and writing family goals, plans, and success.

Implements a variety of programs to involve parents, students, and the community in school affairs to establish familiarity with programs, services, and processes.

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Maintains a variety of confidential and non-confidential records (e.g., program participation, contact sheets, time sheets for tutor programs, student logs, etc.) for the purpose of providing required information and/or documentation.
Participates in a variety of meetings, workshops and committees (e.g. serves as liaison for parents, child advocate; conventions, classes and seminars to increase parent involvement, decrease attendance issues, decrease dropout rates, updates on laws that pertain to foster care, etc.) for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
Plans family meetings and parent involvement events (e.g. restorative practices, emotional, physical, and academic support; clubs and groups, etc.) or the purpose of providing for family support needs and complying with established guidelines.
Processes documents and materials for the purpose of documenting activities, disseminating information to appropriate parties, and meeting program requirements.
Reports suspected incidents to appropriate parties for the purpose of maintaining personal health and safety for students and adhering to district and/or school policies.
Responds to inquiries from a variety of internal and external sources (e.g. parents, community agencies, auditors, students, etc.) for the purpose of providing information and/or direction as may be required.
Performs any other duties as assigned.

Education and/or Experience:

Associate's Degree in Education or closely related area from a Professional Standards Commission approved accredited college or university is preferred. A minimum of three (3) years of experience working with youth is required.

Certificates, Licenses, Permits:

None.

Knowledge, Skills & Abilities:

Knowledge of DCSD policies and procedures; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements; child development; and instruction, assessment, and professional learning legal requirements and “best practices.”

Skill in oral, written, and interpersonal communication; coordinating and collaborating with federal, state, regional and local organizations, and departments to establish and execute responsibilities; leading change process in a large, complex, and diverse organization; analytical processing; systems thinking; negotiation, diplomacy, and public relations; computer skills to include PowerPoint, Excel, Access and Microsoft Word. Encourages open communications. Confronting difficult situations. Maintain objectivity. Keep emotions under control. Use negotiation skills to resolve conflicts.

Ability to: Display willingness to make decisions. Exhibits sound and accurate judgment. Supports and explains reasoning for decisions. Includes appropriate people in decision making process. Makes timely decisions. Show respect and sensitivity for cultural differences. Educates others on the value of diversity. Promote a harassment-free environment. Build a diverse workforce. Demonstrate knowledge of EEO policy.

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ADA Requirements:

Sedentary Work: 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. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal, or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only a few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Decision Making: Ability to make appropriate business decisions.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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Travel: Ability to travel throughout the school system and across the country and abroad on behalf of the school system.

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