



## JOB DESCRIPTION

### Coordinator of Family Engagement & Academic Support

<i>Supervisor</i>	Director of Curriculum & Instructional Support
<i>Employment term</i>	200 days plus 10 days extended employment
<i>Compensation</i>	Based on education level and years of experience per West Virginia Code §18A-4-2 and Roane County Board of Education Supplemental Salary Schedule.
<i>Evaluation</i>	To be conducted by supervisor per West Virginia Board of Education Policy 5310 and Roane County Board of Education Policy 3220.
<i>Statutory authority</i>	West Virginia Code §18A-1-1 defines other professional employee as “a person from another profession who is properly licensed and who is employed to serve the public schools.”

The Coordinator of Family Engagement / Academic Support is then charged with supporting students and families through direct and indirect academic support, serving as a point-of-contact for family concerns and questions, assessing and proposing solutions to difficulties encountered by families in distance and virtual learning situations, and providing feedback and training to other professional and support staff to improve their knowledge and skills to provide family and student support.

#### *Responsibilities*

1. Serve as the liaison between school and parents, relaying the needs of one to the other; ensure that Title I, Part A and IDEA parent engagement regulations are met with meaningful and strategic actions to build parent capacity under these sections of the law; educate teachers and staff on how to communicate and work effectively with parents as equal partners in ensuring the academic achievement of their students; provide opportunities to develop effective family, school, and community partnerships to support student achievement and school improvement; help parents understand the school system so they can become better advocates for their children’s education; expand opportunities for continued learning, voluntary classroom service and school participation; advise and trains parents on how to address issues with teachers and the school leadership staff; provide referrals for community-based services for families dealing with conditions that impact the

academic achievement of their students; develop community collaborations; promote sharing of power with parents as decision-makers.

2. Coordinate and implement research-based strategies for the local school(s) and/or district parent engagement program to engage parents in improving student achievement through the National PTA Family-School Partnership Standards and the WVDE Family Engagement Mission and Core Beliefs; collaborate with local, regional, and state organizations to create opportunities to help families understand school academic standards, assessments and academic reports; collaborate with parents, teachers, and the school's leadership team to develop a family-friendly school climate; coordinate opportunities for parents and volunteers to contribute in positive ways towards student achievement and recognize their contributions; collaborate with other parent engagement professionals such as parent mentors and early education school transition coaches or other designees; promote parents as partners by involving them in the decision-making process regarding parental engagement activities and school improvement.
3. Provide workshops, classes, and activities for parents at their local school(s) and/or district on a regular basis; recruit volunteers from the community to host various workshops and classes to speak directly with parents; provide school engagement materials such as event calendars, brochures, educational resources, videos and digital and social media; conduct professional learning training with all faculty and staff to determine school needs and discuss purposeful administration of effective strategies in family engagement; create opportunities for parents who have limited English proficiency, a disability or are underrepresented because of social economics or racial barriers to participate in education initiatives and enrichment workshops; provide technical assistance relating to parental engagement at the local school or district level.
4. Complete an evaluation to assess the needs of parents at the local school(s) and/or district; review annual reports to evaluate the effectiveness of the parent engagement programs; develop, analyze, and distribute the results of annual evaluations to the school's leadership team and/or Title I Director and/or special education director if mandated as well as other stakeholders.
5. Develop model lessons, units, and other instructional frameworks making use of blended in-person, virtual, and distance learning practices and integrating adopted instructional materials as appropriate.
6. Support colleagues through professional development opportunities, professional learning communities, and individual communications.
7. Demonstrate competency in the knowledge and implementation of technology standards.
8. Demonstrate behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).
9. Prepare and deliver reports, presentations, and analyses as required.
10. Attend meetings, conferences, and professional development opportunities as required.
11. Perform other duties as assigned by the Director of Curriculum & Instructional Support and the Superintendent.

### *Qualifications*

1. Must possess or be eligible to possess a Professional Teaching or Student Support Certificate.
2. Demonstrated success as a classroom teacher is required.
3. Demonstrated success implementing appropriate instructional technologies in classroom and distance learning environment is preferred.

4. Demonstrated success engaging students and families to support the academic programs is preferred.

*Physical demands*

This position may involve light to moderate lifting, reaching, and grasping, with frequent, short periods of walking, standing, and sitting. The position may also require the ability to clearly see, hear, read, write, talk, and type as necessary for communication with colleagues, students, and members of the community and the operation of computer applications. Most educational settings occur indoors with low to moderate sound levels, though exceptions may include outdoor activities for recess, physical activity, etc., and louder environments such as gymnasiums, auditoriums, musical performance spaces, etc.

Reasonable accommodations will be made for individuals with disabilities both temporary and permanent.

*Adopted by the Roane County Board of Education on July 23, 2020*