



# Poudre School District

## HUMAN RESOURCES DEPARTMENT

### JOB DESCRIPTION

Job Title: **Family, School, and Community Partnership Coordinator** FLSA Status: **Exempt**  
 Job Family: **Professional** Pay Range: **P**  
 Prepared/Revised Date: **August 1, 2023** Job Code: **33582**

**SUMMARY:** Responsible for supporting Poudre School District (PSD) in building the knowledge, skill, will, and capacity of the Poudre School District system to create and sustain equitable learning experiences for all students. Develop and support family engagement teams at school sites, develop district level programs and activities to engage families in improving student achievement and build relationships with community partners to implement and expand equity diversity and inclusion efforts.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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.*

DESCRIPTION OF JOB TASKS	
1.	Hire, train, schedule, and evaluate family liaison staff. Work directly with family liaisons to build their capacity in addressing the needs of the school community in the work of equity, diversity, and inclusion (EDI). Plan family liaison meetings, guide work, and develop expectations for a consistent standard of practice. Collaborate with principals to create goals based on the contracts that principals sign related to the roles and responsibilities of family liaisons and the duties that they are expected to carry-out in schools.
2.	Support the development of school programs through a linguistic lens, including encouraging and supporting staff to be self-reflective of their instructional practices regarding EDI and the impact on student learning. Collaborate with family liaison and school building staff to create awareness and establish a standard of practice.
3.	Develop and deliver professional development district-wide to teachers, administrators and classified staff with the goal of increasing graduation rates, ensuring early literacy and grade level reading, and equitable participation in school sponsored events and activities.
4.	Build and maintain professional relationships with community-based organizations with the purpose of connecting families to resources for support in areas ranging from assistance with basic needs, emergency assistance, identification into programs, migrant education, and extended school year opportunities.
5.	Coordinate and plan events with specific stakeholders, groups, and agencies to develop resources and programs that respond to the needs of linguistically diverse students and families.
6.	Collaborate with educators, administrators, and other central office departments and leaders to analyze current practices to enhance equity, diversity, and inclusion in Poudre School District.
7.	Coordinate with post-secondary institutions to plan student engagement events on campus.
8.	Continuously gather and use feedback from students, parents, teachers, classified staff, and administrators using a variety of methods including but not limited to parent surveys, connection survey data, parent engagement survey data, and school data in the PSD community to inform the work of EDI efforts.
9.	Represent PSD in external community-based groups for EDI efforts.
10.	Support connections that share and promote diverse perspectives in PSD schools.
11.	Work with building administrators to ensure families have equitable access through interpretation and translation. Coordinate interpretation services for families for all school and district sponsored events including but not limited to parent-teacher conferences, back to school night events, expulsion hearings, Integrated Services meetings, etc. Evaluate the qualifications and proficiency of potential interpreters and



hire as needed. Work with external agencies to provide interpretation and translation services as necessary. Develop pool of district-approved resources for translation and interpretation services.
12. Collaborate with PSD Communications, Mental Health, Early Childhood, Professional Development, and Human Resources departments on matters related to EDI.
13. Coordinate Community Parent Advisory Council meetings.
14. Attend work and arrive in a timely manner.

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor’s degree in Education, Human Development and Family Studies, Social Work or related degree required, Master’s degree preferred.
- Minimum of three years of experience in community engagement, program development, or public education required.
- Experience leading student, staff, and parent learning, developing and delivering professional development, working with diverse populations, and instructional experience preferred.
- Experiencing supervising, managing, and leading a team of staff members strongly preferred
- Bilingual/Biliterate preferred

**LICENSES, REGISTRATIONS, or CERTIFICATIONS:**

- Criminal background check required for hire

**TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:**

- Knowledge of differentiation and culturally responsive instruction to help progress the achievement of all students including emerging bilingual students, G/T students, students of color, students with identified abilities, LGBTQIA+ students, etc.
- Knowledge and understanding of equity, diversity, and inclusion.
- Self-directed, reflective, values academic integrity and strong interpersonal skills.
- Ability to articulate the impact of race, culture, socio-economic status, etc. in education and apply that understanding to instructional practices.
- Presentation/facilitation skills.
- Oral and written communication skills.
- Critical thinking and problem-solving skills.
- Ability to work supportively with other staff and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

**MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.



**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	POSITION TITLE	# of EMPLOYEES
<b>Direct reports:</b>	Family Liaisons	24

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds		X		
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy	X			
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	