

MAPLE RUN UNIFIED SCHOOL DISTRICT
Job Description

Job Title: Home-School Coordinator
Location: Bellow Free Academy
Job Group: Educators
Reports to: Principal

Summary: Collaborates with families, colleagues and agencies to provide support needed so that all children can access their education.

Essential Duties and Responsibilities

1. Assist families that are struggling...
 - a. With students who are not consistently attending school.
 - b. With children who are under the support of DCF.
 - c. With homelessness.
 - d. With transitioning to a new school.
 - e. With traumatic events.
 - f. With past or present school experiences.
 - g. With major policy violation or law enforcement issues.
 - h. With substance abuse.
 - i. With serious illness (self or family member).
2. Responsible for family involvement
 - a. Supports and coordinate family engagement strategies (i.e. parent nights, learning fairs, etc.)
3. Support students from these families through...
 - a. Nurturing strong relationships that help the child feel safe by meeting formally and informally with children at school (deliverable: schedule)
 - b. Home visits (deliverable:log).
 - c. Parenting support and tools including referrals to outside agencies such as homeless shelters, food stamps, medical providers, school-based academic and emotional support programs, mental health services.
 - d. Making connections to outside agencies (deliverable:log).
 - e. Transporting parents to school meetings.
 - f. Helping parents navigate the education system.
 - g. Supporting the efforts of local law enforcement.
 - h. Providing services (in collaboration with the Supervisory Union Homeless Liaison) to homeless families and students, such as transportation, medical referrals, clothing, etc.
 - i. Follow-up on family struggles (are they still homeless, is mom out of the hospital, etc.)
4. Manages the data about children supported by DCF and homeless services or currently working with law enforcement.

5. May perform other duties as assigned.

Supervisory Responsibilities: Assists administration in establishing and maintaining school-based discipline and a positive learning environment.

Qualification Requirements: To perform this job successfully, an individual must be able to demonstrate a high degree of interpersonal and communication skill, attention to detail, and adaptability. Each essential duty must be performed in a satisfactory manner.

Education and/or Experience: Bachelor of Arts degree in Social Work, Counseling or related content area, Master's preferred.

Certificates, Licenses, Registrations: Valid Vermont Teaching License with appropriate endorsement for assignment and/or level of assignment.

General Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, or regulations. Ability to write reports and correspondence and demonstrate the ability to effectively present information and respond to questions from students, parents, staff and the greater school community is essential.

General Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

General Reasoning Ability: Ability to solve practical problems and deal with a variety of situations where limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to apply knowledge of current research and theory specific to assigned program. Is knowledgeable of special education regulations in order to participate in Individual Educational Plan (IEP) teams and to assist in carrying out student IEP accommodations and goals. Demonstrated skill in decision making, negotiations, organization and planning are required. Ability to perform duties with awareness of all district requirements and Board policies.

Physical Demands The physical demands described here represent 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.

While performing the duties of this job, the employee is frequently required to sit and talk or hear and sometimes walk and stand. While performing the duties of this job, the employee may occasionally push or lift up to 35 lbs. such as books and materials. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the

ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership.

Work Environment: *The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

Terms of Employment: Per Educator's Master Agreement

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position. The Board reserves the right to waive the essential requirements contained in this job description.