

Basic Functions

The Coordinator of Language Justice & Family Partnerships Position works independently but closely with the Climate and English Learner Offices, and other departments as needed, to support the district in partnering with families whose primary language is not English through articulating, developing and managing robust and effective language interpretation and translation services, as well as creating and maintaining ways to increase the strength of relationships with the families in order to secure their students' opportunities to learn. This position requires an independent individual with strong community-building skills and institutional knowledge who can work respectfully with families and collaboratively with District leadership to make and maintain positive structural change.

Essential Duties & Responsibilities

For Language Justice

- Language Data
 - Assess and track the non-dominant languages from the families we are serving
- Protocols
 - Support the District in developing, sustaining and communicating clear, accessible, written policies and protocols for families and students to have meaningful and equitable access to services, support, advising, and leadership roles within the school district.
 - Support the District in developing, sustaining and communicating policies and protocols for use of interpreting and translation services that are clear to students, families and all staff.
 - Support the District in identifying and documenting language preference for all manners of communicating with parents (walk-ins, telephonic, electronic, paper, etc.)
- Bilingual/Multilingual Staff and In-language Support
 - Assess staff members ability and interest in providing direct services in languages
 - Support bilingual and multilingual staff in their decision to choose whether or not to support the organization with language interpreting or not
- Interpreting Support and working with Interpreters
 - Manage the DJUSD Interpreter Network and Interpreter Network Steering Committee.
 - Track all staff members who have been assessed, trained, and are qualified to support other staff with language interpreting signed or spoken (interpreter staff).
 - Ensure Interpreter staff have received training in interpreting skills, role and protocols, interpreters' code of ethics, glossary development, and in the vocabulary and specialized terminology in the language in which they interpret
 - Ensure District staff have been trained on how to work with interpreters, the role and function of interpreters and the ethics of interpreting.
 - Confirm and manage the contracts with our language services providers, including CommGap (all languages besides ASL) and Eaton Services (ASL)
- Monitoring & Advocacy
 - Review the demographics of DJUSD's service area, client data (numbers and languages), language justice plan, how the District informs the public, language resources, and training to ensure the needs of the organization and the people served are met.

For Family Partnerships

- Identify students and families most likely to benefit from services
- Support families and schools to build strong connections and trust to undergird healthy partnerships through planning and coordinating appropriate programming.
- Outreach, build, and maintain relationships with outside agencies and coordinate social services to provide "wrap-around" supports for students and families.
- Be available to work with and communicate with families at non-traditional work hours.
- Perform other duties as required to accomplish the objectives of the position.

Demonstrated Knowledge of:

- Principles, methods and practices related to program development, advocacy, goals and objectives.
- Effective organizational skills and the ability to design programs to meet the diverse needs of parent and student populations.
- Educational interpreting qualifications, skills, protocols and ethics.
- Effective oral and written communication skills
- Principles and practices of supervision and training.
- Applicable policies and practices.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

Demonstrated Ability To:

- Provide direction to others and take action(s) in alignment with program goals.
- Meet deadlines, keep and maintain accurate records.
- Communicate with individual or varied cultural, ethnic and educational backgrounds.
- Identify and resolve problems.
- Function effectively in stressful situations.
- Commitment to bettering the life outcomes of those farthest from opportunity.
- A demonstrated ability to coordinate, inspire, and motivate others.
- High level of communication skills, both written and oral. Bilingual Spanish
- Energy, leadership skills, strong initiative, ability to motivate through positive reinforcement

Education and Experience:

A Bachelor's degree or equivalent experience in human services, education, child development, ethnic studies, community development, psychology or related field preferred. Minimum of 3 years of progressively responsible highly related experience, preferably with at least 1 year in a school or district department setting. College credit may be substituted for some experience to a maximum of 50% of requirement for position.

Physical Abilities

Significant physical abilities include balancing, reaching and handling, manual dexterity, talking/hearing conversations and other sounds with or without aids, near and far visual acuity/depth perception with or without visual accommodation.