

## HOME-SCHOOL COORDINATOR

DISTINGUISHING FEATURES OF THE CLASS: The work involves responsibility for establishing and maintaining lines of communication between Native American students, their parents, school administrators, and teachers in order to accomplish the goals of meeting the special educational and culturally related academic needs of Native American children. The work is performed under the general supervision of the Project Director in accordance with policies and objectives established by a parent committee and the school board. Supervision may be exercised over subordinate staff. A Home-School Coordinator does related work as required.

### TYPICAL WORK ACTIVITIES:

- Assists the school concerning attendance problems of Native American students by visiting students' homes and consulting with teachers, students, and parents;
- Expresses concerns of Native American parents to school officials, and members of the community;
- Discusses with Native American students their academic progress or problems;
- Assists teachers and others in developing an awareness of the needs of Native Americans;
- Assists teachers by identifying, bringing-in, and utilizing resources of the Native American community;
- Attends meetings of the parent committee;
- Advises students and the parent committee of Native American educational programs which may benefit students;
- Provides referrals to Native American students and parents in order to assist them in dealing with medical, social, legal, or other problems;
- Maintains records concerning absentee and school drop-out rates of Native American students;
- Prepares correspondence and reports;
- May assist in developing grant-in-aid proposals and in developing a monthly newsletter.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS: Good knowledge of Native American culture, working knowledge of the concepts related to the cultural, environmental, and personal factors influencing the lives of Native Americans; knowledge of interviewing principles and practices; ability to effectively communicate the goals and interest of Native Americans; ability to establish and maintain effective interpersonal relationships; ability to understand and prepare written material; tact and understanding; physical condition sufficient to perform the essential functions of the position.

MINIMUM QUALIFICATIONS:

- A. Graduation from a regionally accredited or New State registered college or university with an Associates degree which includes 9 semester credit hours in education, social sciences, behavioral sciences or closely related field and six months of experience involving the planning, support, or delivery of services or programs to members of a Native American community;

OR

- B. Graduation from high school or possession of a high school equivalency diploma and two and a half years of experience involving the planning, support, or delivery of services or programs to members of a Native American community;

OR

- C. An equivalent combination of training and experience as defined by the limits of (A) and (B).

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS / BOCES:

Per regulations of the Commissioner of Education, to be employed in a position designated by a school district or BOCES as involving direct contact with students, a clearance for employment from the State Education Department is required.

CATTARAUGUS COUNTY CIVIL SERVICE COMMISSION

adopted: 6/24/80  
Revised: 3/23/06  
Revised: 10/20/11