

SCHOOL COMMUNITY LIAISON ASSISTANT (FRENCH/CREOLE-SPEAKING)

DISTINGUISHING FEATURES OF THE CLASS: This is outreach and liaison work focused on facilitating communication and support between the school system and Haitian and other French/Creole speaking families within the community. The incumbent establishes initial contact, coordinates meetings and interviews, serves as a translator and shares program information through home, school and community visits to support the seamless integration of children served into the community's educational system. Some of the duties performed in this position require the incumbent to possess speaking and reading ability in French/Creole at the fluency level indicated below in the Note. The work is performed under the general supervision of an administrator with considerable latitude for the exercise of independent judgment in meeting objectives. Does related work as required.

TYPICAL WORK ACTIVITIES:

Translates written materials and conversations into French/Creole for the successful communication between students, parents/guardians, teachers and other district support staff;
Assists in developing newsletters in both English and French/Creole;
Acts as an interpreter for French/Creole-speaking families meeting with school administrators, teachers and support staff;
Communicates with parents/guardians on behalf of school (e.g., attendance and homework assignments, available programs and services, etc.) to ensure that an ongoing partnership between student and home is established;
Confers with teachers, parents/guardians and appropriate community agencies (e.g., Department of Social Services, Health Department, etc.) to assist in the evaluation of students' progress and facilitates appropriate referrals if necessary;
Maintains records and prepares pertinent reports;
May collaborate with school faculty to enhance staff development programs focused on the Haitian culture;
May collaborate with P.T.A. Council to develop strategies to encourage greater involvement of Haitian families in P.T.A. initiatives;
May organize and participate in regular meetings, acting as translator, with French/Creole-speaking parents/guardians in informal settings to meet the group's needs;
May assist teaching staff in developing techniques for integrating Haitian culture and French/Creole languages into curriculum;
May create a basic translation vocabulary list for teachers' use;
May meet with community leaders and municipal activity/recreation personnel to promote the involvement of Haitian families in various activities;
May engage with students facing challenges and discuss concerns with Guidance Counselors.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Good knowledge of the English language; good knowledge of the Haitian community and their needs; good knowledge of school and community resources; ability to establish and maintain cooperative relationships with others; ability to read, speak and understand colloquial French/Creole; ability to communicate effectively, both orally and in writing; ability to interpret school programs and goals in French/Creole language that promotes understanding and acceptance, awareness and empathy for families of diverse backgrounds.

MINIMUM QUALIFICATIONS:

1. Graduation from high school or possession of an equivalency diploma and two (2) years of experience in liaison work involving contact with public and/or private agencies and the general public as a major function of the work (major function of the work is defined as 50% or more of the day-to-day work experience); or
2. An Associate's degree or higher in Education, Psychology, Sociology, Social Services, Human Services, Counseling or comparable degree.

(over)

NOTE: Incumbents are expected to possess a Level II proficiency in French/Creole (as defined by the Examinations Division of the State of New York Department of Civil Service) which requires that the incumbent: be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics not requiring specialized vocabulary (e.g. technical engineering, medicine, etc.); can discuss particular interests and special fields of competence in general terms with reasonable ease; possesses adequate comprehension to normal rate of speech; has good control of grammar and errors do not interfere with understanding; can read with understanding a standard newspaper, correspondence and official documents.