



## COMMUNITY AGENT

### **BASIC FUNCTION**

Under general supervision serve as a liaison between identified students, families, school sites and community organizations and agencies in matters relating to student health, welfare, attendance and educational needs; encourage and promote student and family education and engagement in a variety of school and district programs.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Provide outreach to and serve as a liaison between assigned families, students, parents and caregivers and designated school sites, departments and/or community organizations in matters relating to the health, welfare, attendance and educational needs of students and families; disseminate information about school supports and other community programming opportunities through presentations, mailing and web-based and other communications. *"E"*
- Engage program participants in a variety of activities; provide standardized trainings and guide community or small-group meetings to enhance participants' understanding of educational practices, policies and procedures, to better navigate district systems and support students' education. *"E"*
- Motivate students and families and promote the importance of education, academic achievement, self-esteem, positive behavior and regular school attendance; meet with students as directed to discuss attendance, behavioral and academic concerns. *"E"*
- Provide students and families with District and external referrals to services and conduct initial intake and/or assessments as appropriate; assist schools and district programs to identify students and families in need of additional supports. *"E"*
- Communicate with District staff, parents, outside agencies and others to exchange information, coordinate activities and resolve issues or concerns. *"E"*
- Assist with enrollment, registration, and recording and tracking of attendance and/or similar data to assure smooth and efficient operation of school or program operations; create, maintain and distribute a variety of records, reports, lists and files including confidential materials. *"E"*
- Perform a variety of clerical duties in support of assigned programs such as maintaining records and preparing reports, distributing mail, assisting visitors, filing materials, answering telephones, taking messages, completing various forms and similar duties. *"E"*
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community. *"E"*
- Participate in trainings, in-services, workshops and meetings related to assigned activities. *"E"*
- May conduct home visits, attend evening meetings, and/or provide translation or serve as an interpreter as related to program duties.
- Perform related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

## **DISTINGUISHING CHARACTERISTICS OF THE CLASS**

Employees in this classification provide direct support to students, parents, caregivers and community agencies in matters relating to the health, welfare, attendance and educational needs of assigned students and families. Employees serve as a resource for and a liaison between students and families by providing information and referrals for appropriate district and community services and resources.

## **EMPLOYMENT STANDARDS**

### Knowledge of:

General principles of child adolescent behavior and development.

Conflict resolution techniques.

Multi-cultural and multi-ethnic communities within and surrounding the PPS boundaries.

One-on-one and group facilitation techniques.

Oral and written communication techniques.

Correct oral and written usage of English language.

Report writing and recordkeeping methods and techniques.

Operation of a variety of office equipment including a computer and assigned software.

### Ability to:

Work with K-12 students from diverse backgrounds.

Build rapport, mentor and guide children and adolescents.

Encourage and promote parent education and involvement in a variety of school activities and events.

Understand the academic, social and emotional needs of historically underserved youth.

Monitor and report on individual and group student plans and progress.

Learn, apply and explain policies and objectives of school and District programs and activities.

Advocate, model, learn and implement Portland Public School's Racial Equity Initiative.

Communicate effectively both orally and in writing.

Support culturally and linguistically diverse students and families.

Analyze situations accurately and adopt an effective course of action.

Work collaboratively with a multitude of stakeholders, including parents, caregivers, students, district staff and community partners.

Learn about available community services, local agencies and District resources and explain them to families.

Maintain confidentiality and demonstrate discretion, initiative and good judgment.

Operate a variety of office machines, technologies and software.

### Education and Training:

The completion of the equivalent to graduation from high school, supplemented by two (2) years of college-level coursework in Education, Counseling, Psychology, Sociology, Criminology, Social Work or related field is required.

### Experience:

One (1) year of experience working with children and/or adolescents to effect positive academic, social and/or emotional life-skills behaviors is required. Experience serving the needs of a richly diverse student and community population is highly desirable.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

### *Special Requirements:*

Some positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

Some positions in this classification may require occasional variable work hours including evenings and weekends.

Some positions in this classification may require the ability to read, write and speak in a language other than English.

## **WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in an office setting, on a school campus environment and occasionally a community setting with extensive student, parent and public contact and frequent interruptions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in an office, school campus or community setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

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FLSA: Non-Exempt

Bargaining Unit: Portland Federation of School Professionals

Salary Grade: PFSP, Appendix 1

Approval Date: tbd

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.*

*The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.*

*Board of Education Policy 1.80.020-P*