

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COMMUNITIES-IN-SCHOOLS (CIS) SITE COORDINATOR**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, coordinates appropriate services for at-risk students and manages volunteer and community resources to help students successfully learn, stay in school and prepare for life. The CIS Site Coordinator will use the CIS Model to identify and access the needs of identified youth at-risk, while coordinating Tier One Services to the whole school population. Coordinates assessments of school needs with school administrators and teachers to ensure business, church and civic club partnerships will have access to information regarding the school's needs. Communicates with parents to ensure they are aware of and educated on available community resources. Develops and maintains a data base of school site and students and submits monthly reports to Administration as to the services and partnerships connected to the students and the site. Reports to the Program Director and Executive Director.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Coordinate successful implementation of the CIS Model and TQS site standards.

Collaborate with school staff to access, identify and prioritize student needs.

Coordinate assessment of students' needs with school administrators, teachers and parents.

Coordinate and lead a School Site Team, responsible for planning and managing all CIS operations at the school site.

Conduct an annual needs assessment using multiple sources of data, to be used as the foundation for the site operations plan.

Develop comprehensive site operations plan, noting Tier One and Tier Two services.

Provide overall case management to identified students and deliver evidence-based services, based on student and school needs.

Regularly and systematically collect, enter and report data.

Regularly, at least quarterly, monitor the progress toward meeting goals in the site operations plan, and the progress of individual students, and adjust Tier One and Tier Two services as needed.

## **COMMUNITIES-IN-SCHOOLS (CIS) SITE COORDINATOR**

Connect with parent/guardian of identified Tier Two students.

Coordinates assessment of school needs with school administrators and teachers to ensure business, church and civic partnerships will have access to information regarding the school's needs.

Solicit and connect business, church and civic club partnerships to school site.

Connect appropriate services to students and manage volunteer and community resources.

Matches trained and screened volunteers with students and coordinates volunteer schedules around school activities.

Develop/maintain a process for volunteers to advise of their students' progress and concerns.

Develop/maintain a process for obtaining and tracking student outcome data.

Develop and/or maintain a database for school site and students.

Submit a monthly report to Administration outlining services and resources connected to the students and site and/or partnerships at the site.

Attends monthly team meetings as scheduled; meets with CIS Administration one-on-one on a regular basis.

Develop and maintain a process to ensure teachers, administrators, social workers, school counselors, school health officials and/or parents are informed of any and all student needs/concerns that are identified in their area of responsibility.

Develop and maintain a process to ensure volunteers have access to the curriculum or assignments that their students need to study and complete during their scheduled times with the students.

Ensure a resources list of local service agencies and organizations is updated with current phone numbers, addresses and contact person/s and disseminated to school site team.

Connect agencies and organizations to the school which can provide youth anti-violence activities.

Attend/join community coalition and task force meetings concerning safe school issues to identify and connect services and evaluate impact of connected resources.

Connect with school health service providers to assess in coordinating speakers, health fairs, etc.

## **COMMUNITIES-IN-SCHOOLS (CIS) SITE COORDINATOR**

Coordinate and match students with career and/or academic mentors and maintain a process for mentors to inform of students' progress, concerns, and/or any additional identified needs of the students.

Coordinate job shadowing for students.

Coordinate an age-appropriate service activity list and share it with all school site team members.

Connect students to appropriate service activities in and out of school and evaluate the impact of the service project.

Assist school officials with career days and job fairs as needed.

Coordinate with 5<sup>th</sup> or 8<sup>th</sup> grade teachers, middle school site coordinators and school counselors to assist with student transition activities to the middle or high school.

Inform students of summer enrichment activities.

Inform and assist seniors in enrolling in Financial Aid workshops, obtaining scholarship funding information and completing college applications.

Plans/organizes and administers volunteer appreciation events/activities every nine weeks.

Plans/organizes the end-of-year volunteer appreciation events for a school site and, if applicable, serves on a committee as needed.

Participate in personal and professional staff development, including CISHP, CISNC, and National training.

Perform other duties necessary for the successful operation of programs as assigned.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Graduation from a two- or four-year college or university with an Associate or Bachelor's degree in education, social work, child development or related field and at least 1-3 years demonstrated relevant experience, preferably involving work with grade school, economically challenged youth

## COMMUNITIES-IN-SCHOOLS (CIS) SITE COORDINATOR

and their families; or, any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be able to operate a variety of equipment including computers, copiers, facsimile machines, etc. Must be able to exert up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

**Language Ability:** Requires the ability to read a variety of correspondence, referrals, student profiles, reports, transcripts, case histories, etc. Requires the ability to prepare correspondence, reports, forms, etc.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

## **COMMUNITIES-IN-SCHOOLS (CIS) SITE COORDINATOR**

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Considerable knowledge of school and community resources available to at- risk students.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Skill in conducting individual and group meetings.

Ability to maintain complete and accurate records and to develop simple reports from those records.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.