

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COMMUNITIES-IN-SCHOOLS (CIS) STUDENT SUPPORT SPECIALIST**

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

Under general supervision of the CIS Assistant Director for program operations and case management, the site-based student support specialist identifies appropriate services for at-risk students and manages the connection of volunteer and community resources to surround students with a community of support, empowering them to stay in school and achieve in life. The CIS Student Support Specialist uses the CIS Model of Integrated Support Services (ISS) and Total Quality Standards (TQS) to identify and access the needs of identified youth at-risk, while coordinating services to the whole school population under its Tier One Services model. Coordinates assessments of school needs with school administrators and teachers to ensure development of the comprehensive site-based plan. Communicates with parents and others to ensure they are aware of and educated on available community resources. Maintains the CIS Data Management System (CISDM) and submits monthly, quarterly and annual reports to appropriate school and communities in schools officials as to the services and partnerships connected to the students and the site, and respective outcome data. Reports to the designated school-based official and the CIS executive director or his designee (assistant director for program operations and case management).

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

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

###### **Student Services**

In coordination with the principal and/or his designee, form, coordinate and lead the CIS site based team responsible for planning, managing and evaluating all CIS operations at the school site based on the CIS model of integrated support services and TQS site standards

Collaborate with school and CIS staff to access, identify and prioritize student needs and make appropriate linkages to needed academic, human, health and social services to children in need based on the development and implementation of the annual site plan, noting Tier I and II level services.

Oversees the case management operation and delivery of evidence based services to identified students

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In coordination with the CIS school- to- career transition staff, coordinate and match students with appropriate activities such as career mentors, job shadowing, college and university visits, college application and financial aid workshops, career days and college fairs, etc.

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

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

Establish a parent/guardian contact protocol resulting in at least two contacts per year with parents/guardians of Level II students.

### **Volunteers**

Working with CIS staff successfully recruit, train and retain community volunteers and service providers to provide tutoring, mentoring and human/health services.

Successfully match and retain volunteers with students to meet identified needs.

Provide overall scheduling and coordination of volunteers and service providers.

Serve as communication conduit for gathering/exchanging information pertinent to volunteers, service providers and students.

Develop/maintain a process for volunteers and community service providers to report on students' progress and concerns.

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

### **Data Collection/Evaluation**

Regularly track all Level One and Two services and student outcomes in CISDM.

Ensure that all paperwork and electronic documentation is current.

Prepare data on progress toward implementing the annual site plan as well as progress toward achieving goals stated in the plan.

Oversee the entry of student case plans, services received and progress notes into the CIS Data Management System (CISDM) for all students receiving Level Two Services.

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Regularly and systematically collect, enter and report data to meet monthly, quarterly and annual report requirements.

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.

Submit a monthly report to CIS outlining services and resources connected to the students and site and/or partnerships at the site to meet DSS/TANF requirements.

### **Staff Relations**

Works collaboratively with all CIS and school staff to maintain a positive and relevant CIS presence.

Understands and demonstrates the mission and goals of CIS.

Provides sufficient program information to the principal, leadership team and CIS executive director and or his designee to provide CIS board, funders and others with a comprehensive overview of services and outcomes.

Attends monthly CIS team meetings as scheduled; meets with CIS in small group and one-on-one on a regular basis as deemed necessary.

Serves on school leadership and other teams per the principal or principal's designee.

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 that teachers provide access to the curriculum or to assignments that their students need to study and complete during their scheduled times with the volunteer classroom tutors.

Ensure a regularly updated resources list of local service agencies and organizations with current phone numbers, addresses and contact person/s for dissemination to CIS site based team and other appropriate parties.

Coordinate with 8th grade teachers, middle school site coordinators, SOCIAL WORKERS and school counselors to assist with student transition activities to the high school.

Plans/organizes the end-of-year volunteer appreciation events for school and CIS.

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Participate in personal and professional staff development, including CISNC and CIS Inc. sponsored training and professional development opportunities.

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**

Bachelor's degree in education, social work or a related field preferred, and at least 1 year demonstrated relevant experience in human service or related fields involving contact with disadvantaged youth and their families; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Sensitivity to and strong concern for the needs of children, youth and their families, especially those living in poverty. Familiarity with local health and human service agencies. Technologically proficient in all office technology systems including spread sheeting, word processing, email, Skype, and Facetime.

### **SPECIAL REQUIREMENTS**

Must be licensed or eligible to be licensed in the State of North Carolina in social work, counseling or in a related teaching area. Must possess a valid North Carolina Driver's License.

### **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.

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**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.

**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**

Ability to work with students, families and others from diverse cultural and socio-economic backgrounds.

Familiarity with local health and human service agencies.

Working knowledge of best practices governing dropout prevention, school-to-career transition, working with poor children and families.

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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 reports from those records.

Excellent verbal, writing and presentation skills.

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

A demonstrated commitment to student success, particularly poor and economically challenged students.

### **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.