



Position Description

Position Title: Site Coordinator, Communities In Schools of Central Ohio
Full time
Work Area/Department: CIS office and School Sites as needed

Section I – Position Role Statement

Responsible for the overall planning and managing of Communities In Schools operations at the school site(s) in the implementation of the Communities In Schools model of integrated student services to reduce non-academic barriers to student success.

Section II – Essential Tasks

Implementation of the Communities In Schools model of integrated student services:

1. Lead the annual School Needs Assessment process. This process will be based on several sources such as: data collected by the school district and individual schools as part of overall school improvement initiatives, surveys and discussions with the school principal and staff, parents and students, and evaluation results from the previous school year.
2. Lead the development and implementation of the School Site plan. The plan will include measurable objectives, as well as procedures for delivering school-wide services, targeted and sustained services, monitoring and adjusting services, and evaluating and reporting effectiveness.
3. Build and lead a site team that works closely with school administrators, staff and teachers in the implementation of the Communities In Schools model. The site team may include other Communities In Schools employees, volunteers, school staff, and/or other community partners. This process will include building and nurturing school and community relationships, and the engagement of volunteers and community partners for the delivery of services to students and the school.
4. Lead and coordinate the delivery of evidence-based services based on best practice and risk factor research. Widely accessible school-wide services will be provided to help address identified school-wide needs and to build and reinforce student assets. Targeted and sustained services will be coordinated and provided for at least 10% of the school population for specific students who are identified as having the greatest risk of not promoting to the next grade and/or eventually dropping out of school.
5. Work closely within the school and with school staff to identify students most at risk in the areas of attendance, behavior and coursework (academics). Develop an individual student plan to surround that student with a community of support specific to their individual needs for academic success. Secure parent or legal

guardian written consent prior to services being rendered and tracked.

6. Provide leadership and direction by regularly monitoring and adjusting services as needed to maximize effectiveness and impact for students and the school throughout the year.
7. Evaluate the effectiveness of achieving school and student individualized goals. The Site Coordinator will utilize and regularly update a systematic data collection plan to evaluate the effectiveness of services in addressing the needs of individual students and achieving school-wide goals.
8. Facilitate and fulfill ongoing and annual reporting requirements such as: Learning Circle data entry, CISDM data entry, and end-of-year reports, as well as contributing to affiliate level reports for partners, funders, and the Communities In Schools national office. Maintain accurate and organized records of case managed students and school services provided.
9. Actively participate in the overall organization and work of Communities In Schools of Central Ohio as a collaborative member of the agency team.

The statements contained herein describe the scope of the responsibility and essential functions of this position, but should not be considered to be an all-inclusive list of work requirements. Individuals may perform other duties as assigned including work in other areas to cover absences or relief to equalize peak work periods or otherwise balance the workload. Other duties may be assigned by CIS management as required and necessary.

Section III – Work Experience and Requirements

- BSW/BA/BS required; MSW preferred
- Minimum 3 years experience working with at-risk children
- Previous experience working in a collaborative setting
- Valid driver's license
- Valid auto insurance

Section IV– Agency Values/Competencies

PROFESSIONALISM

- Exhibit respect for colleagues, clients and community through positive communication, appropriate body language and dress.
- Exhibit highest work ethic; completes projects on time, work is accurate and thorough; dependable and reliable.
- Maintain confidences.
- Establish and maintain effective and positive relationships with peers, clients and supervisors.
- Regular and ongoing communication between employee and supervisor and administration; and responsive to all forms of communication in a timely and appropriate manner.
- Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions, reports, and handle abstract and concrete variables.

COMMUNICATION SKILLS

- Present recommendations, evaluations and solutions in a clear and non-threatening manner.
- Excellent verbal and written communication skills
- Ability to effectively present information and respond to questions from managers, clients, and the general public, orally and in writing
- Ability to write and edit reports, business correspondence, and procedure manuals
- Use appropriate body language, tone and terms.
- Ability to speak effectively to guests, candidates or employees of the organization.
- Verbal and written communication is positive, consistent and constructive.
- Listen with an open mind.

TEAM PLAYER

- Champion for programs, services and staff of Communities In Schools
- Participate in activities and meetings; contribute individual skills and knowledge to increase likelihood of success for colleagues and overall organization.
- Assist all colleagues when necessary in order to meet client or agency needs.
- Collaborate with others to meet deadlines and objectives.
- Mentor less experienced staff.

CONTINUOUS IMPROVEMENT

- Accept responsibility for identifying areas for personal growth and knowledge that are relevant to current and/or future client needs.
- Participate in quality improvement activities for agency including outcome measurement, impact of service and accountability

Section V- Location of Position

The position is primarily located within a designated school or schools, as well as regular time spent at the CIS office. Regular and satisfactory attendance and punctuality are required.

Section VI- Reviewed By

This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employee(s) will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

A review of this position has excluded the marginal functions of the position that are incidental to the performance of fundamental job duties. All duties and responsibilities are essential job functions and requirements and are subject to possible modification to reasonably accommodate individuals with disabilities. To perform this job successfully, the incumbent(s) will possess the skills, aptitudes, and abilities to perform each duty proficiently. Some requirements may exclude individuals who pose a direct threat or significant risk to the health or safety of themselves or others. The requirements listed in this document are the minimum levels of knowledge, skills, or abilities. This document does not create an employment contract, implied or otherwise, other than an "at will" relationship.

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