



Little Rock School District

JOB DESCRIPTION

Position Title: Community School Site Coordinator

Prepared Date: 12/07/2021

JOB GOAL:

Provides for the coordination of community school efforts for the purpose of creating safe and supportive schools. At its core, these positions are instrumental in the coordination of an efficient delivery of supports for at-risk students both inside and outside of the classroom. The focus areas are the following: (a) School Readiness and Academic Success, (b) Reducing the Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline, and (c) Building School and Community Relationships. The Coordinator fills a pivotal role as the single point of contact working inside the school coordinating and providing integrated student supports. They work with school leadership and staff to connect students and families with community resources that help to address both academic and nonacademic needs, allowing students to show up healthy, safe, and prepared to learn.

LRSD/City of Little Rock Program Description

The Little Rock School District and the City of Little Rock are implementing a school-based community school strategy across four schools in the Little Rock School District. The Community School Coordinator (CSC) will work in partnership with the other area CSCs, LRSD staff, the City of LR, and other stakeholders to ensure that all children and families, particularly those students/families identified as at risk, in the area have access to the resources and support needed to succeed.

This is a full-time position and the Community School Coordinator should expect to work weekend and evening hours as needed. The schedule will be determined in partnership with the school leadership and based on student needs.

TERMS OF EMPLOYMENT:

Eleven (11) month (220 days) contract, Pay 802 Grade 08, plus Benefits Package. NOTE: Precise placement within the salary range will be determined based upon education and experience. **FLSA: Non-Exempt**

QUALIFICATIONS:

1. Bachelor's degree in education, health, social work, public policy, human services, or related social sciences preferred.
2. At least two (2) years of successful experience working with urban public school systems in a professional and/or volunteer role, and/or development and implementation of youth development programs, community organizing, family engagement, and/or education policy preferred.
3. Knowledge and understanding of community school principles and national standards for success; with demonstrated experience cultivating academic partnerships for engaging learning experiences, creating integrated health and social supports, and authentically engaging families and communities for student and school success.
4. Experience developing and facilitating trainings, meetings, and/or professional development to expand the capacity of internal and external stakeholder groups.
5. Experience working in high poverty public school setting(s).
6. Experience managing multiple projects with competing priorities and the ability to oversee a cadre of staff, partners, and volunteers.



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7. Ability to communicate clearly and effectively in both writing and verbally.
8. Ability to demonstrate inclusive and equitable practice in resource development using a racial equity frame to ground the work.
9. Capacity to develop effective working relationships with people from a variety of different ethnic, socioeconomic, educational, religious, sexual, and generational backgrounds to ensure the success of all children.
10. Proficiency in Microsoft Office, database systems, data analysis, as well as budget development and implementation.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

Promotes Student Achievement

1. The CSC will serve as a liaison between the school and external partners and be responsible for facilitating the implementation of the community school model at the school site. A Community School is created through a set of intentional partnerships among the school and other community resources that ***promote student achievement (e., School Readiness and Academic Success), positive conditions for learning (i.e., Reducing the Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline), and the well-being of families and communities so that schools become safe and supportive hubs in underserved communities (i.e., Building School and Community Partnerships)***. The coordinator will work to ensure Tier I (School-wide services), Tier II (targeted services), and Tier III (individualized supports), working at all three levels to connect students with resources to meet academic, mental health, and other identified needs.
2. Manage the service coordination of school-based supports, including the tracking and monitoring of data to support strategy implementation and evaluation.
3. Lead development and implementation of the Community School Action Plan in partnership with the school leadership team, families, students, partners, and the community.
4. Facilitate communication, planning, and collaboration among partners and monitor partner relationships by organizing and participating in regular partner meetings and other opportunities for information sharing and relationship building that foster shared ownership and responsibility.

Promotes Positive Conditions for Learning

1. The CSC will develop and lead a School-based Community School Council composed of school staff, parents, community members, etc.
2. In partnership with the school principal and staff, students and families, and the broader school community, the CSC will coordinate the assessments of needs of the school and the surrounding community, develop a Community School Plan, and form school-community partnerships based on the identified needs to help eliminate barriers to academic success for students and families.
3. Coordinate and promote consistent opportunities for collaboration between and among school leadership, faculty, staff, students, families, and partners.
4. Identify, develop, and implement opportunities for family and student leadership and community engagement within the school.

Promotes Safe and Supportive Environments



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1. Cultivate new and strengthen existing school-community partnerships to leverage additional resources to address identified challenges that impact the school community in the areas of physical & mental health, family support, community engagement, academics/education, and youth development.
2. Build awareness and expand the reach of the community school model in the identified school and surrounding community through strategic communications and community engagement efforts that work to elevate the stories and voice of the youth and families served by the school and community resources.
3. Ensure that there is a school presence in the wider community including at events, meetings, activities, and other important sites.
4. Work with school leadership to ensure that school resources and assets are available to the wider community as needed.
5. Serve as a liaison and connector for many different areas (family and community engagement, youth development, and partnerships), including active membership and participation on school-based teams.
6. The CSC will work with the City of Little Rock's Chief Education Officer in identifying community partnerships that will assist in meeting the identified needs in the school and surrounding community.

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Mental Functions, Physical Requirements, and Working Conditions:

While performing the duties of this job, the employee is regularly required to sit, stand, walk, go up and down stairs, operate foot and hand controls, and use a telephone and write. Occasionally the employee must lift and/or move up to twenty (20) or more pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and/or objects, and providing oral information. Must have the ability to work for the duration of the daily contracted time period, and to be physically present and at assigned work, with only infrequent unexcused absences, during the contract year. Additional technical skills, knowledge, and abilities may be recommended by immediate supervisor and approved by the Human Resources Director.