

**POSITION TITLE:** CIS Site Resource Facilitator, Part Time  
**LOCATION:** Westside High School  
**RESPONSIBLE TO:** SESC Administrator/Building Principal/Director of Student Services and Attendance  
**FSLA Status:** Exempt  
**EMPLOYMENT TERM:** 3 days per week not to exceed 120 days per year  
**COMPENSATION:** \$175.00 per day  
**EFFECTIVE DATE:** 2019-2020 School Term (Grant Funded for Two Years)  
**EVALUATION:** Evaluations are conducted as defined in West Virginia Board of Education Policy 5310

## SUMMARY

Responsible for overall planning and managing of Communities in Schools (CIS) operations at the schools in the implementation of the CIS model of integrated student supports.

## DUTIES AND RESPONSIBILITIES

Implementation of the CIS model of integrated student supports:

- **Engage a school support team that works closely with school administrators, staff and teachers in the implementation of the CIS model.** The team may include other CIS employees, volunteers, schools staff or faculty and/or other community partners. This process will include the building and nurturing of school staff relations, relationships to school and community and the engagement of volunteers for the delivery of services.
- **Lead the annual needs assessment process.** This process will be based on data collected by school districts and schools as part of overall school improvement plans, surveys and discussions with staff, parents and students, and evaluation results from the previous year.
- **Lead the development and implementation of the school support plan.** The plan will include measurable objectives, as well as procedures for delivering widely available services (Tier I), targeted services (Tier II), and intensive, individualized services (Tier III), monitoring and adjusting services, and evaluating and reporting effectiveness.
- **Lead and coordinate the delivery of evidence-based services based on best practice and risk factor research.** The three tiers of support will be provided to help address identified school-wide needs or to build and reinforce student assets. Targeted and individualized services will be coordinated and provided at the school for specific students who are identified as having the greatest risk of eventually dropping out of school.
- **Monitoring and adjust services.** The Site Coordinator will lead the CIS school support team in regularly monitoring and adjusting services as needed to maximize effectiveness and impact.
- **Evaluate the effectiveness at achieving school and student individualized goals.** The Site Coordinator will lead the CIS school support team in implementing a systematic data collection plan to evaluate the effectiveness of services in achieving school-wide goals and addressing the needs of individual students.
- **Lead the School Support Team in annual reporting.** Annual end-of-year reports will be provided to school and affiliate leadership which are instrumental in planning services for the following year, as well as contributing to affiliate level reports for partners, the state office (if appropriate) and the Communities In Schools national office.
- Other duties within the scope of the employee's skills and abilities as assigned by the supervisor.

## EDUCATION and/or EXPERIENCE

Bachelor's degree in education, counseling, social work or related field. Must have a valid driver's license and automobile insurance.

## QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Aside from having experience in working with school-age children, effective written and verbal communication skills and familiarity with local health and human service agencies a site coordinator must possess the knowledge, skills and personal attributes needed by entry-level professional to support the critical features of positive youth development settings. These core competencies are as follows:

- Understand and apply basic child and adolescent development principles.
- Communicate and develop positive relationships with youth.
- Adapt, facilitate and evaluate age appropriate activities with and for the group.
- Respect and honor cultural and human diversity.
- Involve and empower youth.
- Identify potential risk factors (in a program environment) and take measures to reduce risk.
- Care for, involve and work with families and community.
- Work as part of a team and shows professionalism.
- Demonstrate the attributes and qualities of a positive role model.
- Interact with and relate to youth in ways that support asset building.

### **LANGUAGE SKILLS**

Excellent verbal and written communication skills. Ability to analyze and interpret business periodicals, professional journals, technical manuals, and governmental regulations. Ability to write and edit reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from managers, clients, and the general public, orally and in writing. Ability to speak effectively to guest, candidates or employees of the organization.

### **REASONING ABILITY**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions and deal with abstract and concrete variables.

### **PHYSICAL DEMANDS**

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to reach, stand, walk, lift, grasp, write, talk, hear, see, use technology such as computers and multimedia equipment, and use repetitive motions. While performing the duties of this job, the employee may frequently lift and/or move at least 10 pounds of materials. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff members.

**Closing Date: July 1, 2019**

**Send Resume and Application to: Jason Butcher**  
**214 N. Kanawha Street**  
**Beckley, WV 25801**  
**Or via email to: [Jlbutcher@wvesc.org](mailto:Jlbutcher@wvesc.org)**

### **WORK ENVIRONMENT**

The position is located at the designated schools. Regular and satisfactory attendance and punctuality are required. The office and/or classroom space is located in the area assigned by the school's principal.

**Note:** *Criminal background check and drug screening are required.*

**Note:** Successful applicants must attend the Communities in Schools Summer Institute—July 29, 2019 – August 1, 2019 and other trainings as required to meet grant specifications.

*The information contained in the job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned by the Superintendent or his/her designee.*

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