

COMMUNITY SCHOOL ADVISOR

DISTINGUISHING FEATURES OF THE CLASS: The incumbent in this position has responsibility for planning, developing, and implementing systems of support for students and families in the school community. The work involves conducting a school/district needs assessment and using the results to develop local plans aligned to the characteristics of community schools. This includes but is not limited to family and community engagement, integrated student supports, community-based learning, expanded and enriched learning opportunities, and collaborative leadership. The incumbent will help school districts establish partnerships with community organizations and other service providers to support the school's needs. Work is performed under direct supervision of the Director of Professional Development & Resource Center with leeway allowed for the exercise of independent judgment in the performance of duties. Does related work as required.

TYPICAL WORK ACTIVITIES:

Works with school administration to develop and implement the community school approach;
Provides leadership to promote the community school model;
Serves on assigned school teams representing community school concepts;
Facilitates focus groups of administrators, teachers, school staff, parents, and students identifying areas of strength and challenges within the school;
Develops an inventory that outlines resources and gaps in service;
Utilizes data from the district's needs assessment to recruit and organize partnerships to meet school needs;
Aligns community and school resources to ensure coherence without duplication of services;
Directs family engagement and involvement in collaboration with school staff and administration;
Develops opportunities to allow underrepresented parents a voice while providing schools with needed feedback from parents traditionally disengaged from school;
Develops and facilitates events that are designed to bring families together for fun and sharing;
Maintains records and data necessary for program evaluation;
Supervised data collection from partners, interns, and volunteers;
Facilitates organization and oversight of all paperwork required by the school district.

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FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Thorough knowledge of community schools and multi-tiered systems of supports;
Good knowledge of public and private agencies that provide integrated student supporters;
Working knowledge of adolescent development and related behaviors;
Ability to recognize early indicators of risky behavior;
Ability to lead a team approach to problem-solving;
Ability to communicate effectively, both orally and in writing;
Ability to develop partnerships and trust in the community;
Ability to understand and carry out complex oral and written instructions;
Ability to form and maintain effective working relationships;
Ability to analyze a variety of data that will inform priorities and action plans;
Good interpersonal skills, including listening and communication skills;
Good judgment;
Integrity;
Dependability;
Thoroughness.

MINIMUM QUALIFICATIONS:

A) Graduation from a regionally accredited or New York State registered college of university with a Bachelor's degree in education, social work, public health, or project management and three years' of experience in social work, non-profit management, program design and implementation, or working with organization and student support services in a school-based setting; OR

B) Graduation from a regionally accredited or New York State registered college of university with an Associate's degree education, social work, public health, or project management and five years' of experience in social work, non-profit management, program design and implementation, or working with organization and student support services in a school-based setting;

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C) Graduation from high school or possession of a high school equivalency diploma and seven years of experience in social work, non-profit management, program design and implementation, or working with organization and student support services in a school-based setting;

D) An equivalent combination of training and experience as defined by the limits of A), B), and C) above.