

Community Schools Facilitator II

DEFINITION:

Under the direction of the Director of Strategic Initiatives and Student Supports or designee and in collaboration with FCUSD staff, students, families and community partners, the Community Schools Facilitator II will lead the implementation of a year-round Community Schools model at a designated Title 1 school site. The Facilitator II will work closely with students, staff, and families to implement the four pillars of Community Schools. The partnerships that the facilitator will pursue, will address attendance, behavior, physical and/or mental health, and/or learning challenges. The Facilitator II will develop systems on their campus to connect families with resources that remove barriers to learning, wellness and on-time graduation. They will play a key role in coordinating tiered prevention and intervention systems that provide a positive and culturally responsive school-wide culture and will actively connect with low income, English Learner and racially diverse youth and their families.

QUALIFICATIONS:

Experience: Two (2) or more years of community engagement experience in culturally diverse communities, preferably in Rancho Cordova. Experience working in public school settings is preferred.

Education: Bachelor's degree in Education, Social Work, counseling, psychology, public health, or related field required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Strategic Initiative and Student Supports, incumbent will:

- Assist in building capacity of staff to understand a whole-child approach to whole school prevention and intervention efforts.
- Provide leadership for sustainable systems change through coordinating the elements of a community school model.
- Support and nurture the establishment of mutually beneficial school and family partnerships with city and county services, higher education institutions, health service providers, non-profit agencies, and faith-based partners to offer services and resources on or near the school campus that remove barriers to learning, wellness and on-time graduation.
- Support school transformation through the integration of school/district services and priorities through participation in parent committees, school leadership team, Coordination of Services (COST) Team and Student Success Team (SST).
- Support parents with enrollment, accessing district and community resources, and empower them to be advocates for their children's school success.
- Assists families with the district activities such as school registration, income verification, summer school, FAFSA, etc.
- Participates in home visits.
- Help create a culturally responsive and welcoming atmosphere that promotes engagement, involvement, and trust between youth, families, and staff.
- Make presentations to youth, families, staff, and community partners about learning at home strategies and promote family engagement on school campuses.
- Assist families in resolving problems which interfere with students' success (attendance, transportation, health needs etc.)
- Facilitator will lead efforts for the school to become a year-round center for wellness within the community beyond the school day and during summer vacations.
- Partner with preschool, afterschool, and summer programs to provide year-round learning opportunities for youth.
- Recruit parent and community volunteers to provide extracurricular activities, provide event support or otherwise provide assistance to programs.

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- Collaborate with the school leadership team and staff to implement and progress monitor the school's Community Schools plan.
- Constructive and critical friend to school leadership, teachers, and staff to challenge the status quo as they envision and implement whole-child design community school strategy.
- Attend and recruit parents/guardians to participate in various school leadership committees (PBIS, School Climate, PTA, SSC, ELAC etc.) and other outreach and grant related events.
- Organize various activities and events providing support to schools and parents, showcasing student's talents and abilities, and celebrating the diversity of the community.
- Identify strengths and barriers to learning, available resources and gaps, and design programming that supports stability in school enrollment, daily attendance, and rigorous learning.
- Manage, collect, and analyze data and coordinate documents needed for internal and external program audits and compliance requirements the Community Schools (CCSPP) grant.
- Assist with program sustainability, which may include supporting fundraising activities and grant writing.

KNOWLEDGE:

- Applicable laws, codes, regulations, standards, policies, and procedures

ABILITIES AND SKILLS:

- Bilingual and bicultural preferred
- Strong written and verbal communication skills
- Ability to work flexible hours (evenings and weekends) (11- or 12-month position)
- Strong community ties preferred
- Ability to work collaboratively as a member of a team
- Experience with diverse communities that represent various racial, ethnic, linguistic, disability, and socioeconomic groups (required)
- Excellent judgment, networking, communication, and interpersonal skills

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.

- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.