



Job Title: **Community School Facilitator – Hillcrest High School**

Department: **Office of Student Advocacy and Access**

Supervisor: **Principal of Hillcrest High School**

Lane Placement: **Licensed Salary Scheduled**

Schedule: **188 days/ 8 hours**

Evaluation Group: **CTESS**

FLSA Classification: **Non – Exempt**

JOB DESCRIPTION

Canyons Community Schools are organized around five pathways which provide the supports needed to address non-academic factors impacting student achievement and readiness to be College, Career and Citizenship ready. The Community School Facilitator is supervised by the school principal and works with the Office of Student Advocacy to coordinate, align and enhance the partnerships supporting these pathways: 1) Academics 2) Youth Development 3) Parent Engagement and Support 4) Health and Social Services and 5) Community Partnerships. This position will work closely with Hillcrest High School administration, the District and multiple community partners to implement the Midvale Partnerships for Student Success initiative. The Facilitator will provide back-bone support for developing, coordinating and supporting wrap-around services with the intent of increasing the academic achievement of all students. The facilitator will participate as a member of the Building Leadership Team and CARE (SST) Team, and coordinate with other district programs and departments to problem-solve and link families in need to community agencies.

ESSENTIAL FUNCTIONS

- Works in close collaboration with the principal and building leadership team to implement strategies and optimize resources to achieve specific academic outcomes for children as well as outcomes identified in the School Improvement Plan of the school and its partners
- Organizes and facilitates activities relating to the SB 67 Midvale Partnerships for Student Success initiative
- Facilitates school-family-community collaborative initiative that mobilizes school and community learning support activities based on the needs of student, families, and community members
- Facilitates communication and relationship building with community building partners, key stakeholders, and volunteers. Represents the school to various civic and community groups
- Serves as a key information contact for programs, partnership and resources serving students and families within the school community
- Coordinates and participates in securing on-going resources for programs providing direct services to families, including medical and dental clinics, recreation, mentors, volunteers, food bank, holiday giving, etc.
- Works with civic, faith-based, community and non-profit groups to develop extended learning enrichment programs such as tutoring, credit acquisition (advanced or recovery), robotics, chess clubs, youth development and leadership opportunities, etc.
- Supports the development and implementation of high-quality after school and summer programming for at-risk and homeless students
- As a member of the school-based CARE (SST) Team, participates in identifying specific student/family needs and developing a plan of assistance; maintains CARE (SST) Team records as directed, coordinates school/community agency assistance to individuals, and acts as a Case Manager when assigned
- Leads monthly partnership meetings to ensure ongoing coordinated efforts for the Community School
- Coordinates and communicates district and school Parent Engagement initiatives, including classes through the Canyons Family Learning Centers, Entrada Adult High School, Computer, ESL and Citizenship Classes, College Readiness and Preparation, FAFSA support classes, Mental Health supports for

teenagers, Parents as Teachers (PAT), Parent Child Connection Program, and programs through the Division of Work Force Services (DWS) implementing the Workforce Initiative Opportunities Act (WIOA), and 21st Century Community Learning Center parent activities

- Actively participates in the school PTA and supports PTA programs, activities and initiatives. Recruits community volunteers as needed to support PTA programs
- Acts as a resource to teachers who may need specialized materials or assistance in teaching a lesson (such as materials for a science lessons, field trip, guest speakers, etc.)
- Actively participates in establishing, reinforcing and sustaining Positive Behavioral Intervention Supports (PBIS) as the school's behavioral management system, secures donations and organizes activities as positive reinforcements for academic progress, positive social interactions and appropriate behaviors
- Assists the school in the production of a monthly school newsletter featuring Community School Pathways, school initiatives, partnerships, opportunities for service and sends to parents, civic leaders, partnerships, etc. and ensures it is translated appropriately to serve heritage language of students and parents
- Maintains current and active information on school and United Way web site for parents and partners identifying needs, activities, opportunities for service, etc.
- Ensures that all community partners and volunteers participate in the District Screening Process and are appropriately trained in all policies and procedures relating to working with students in the school
- Compiles, analyzes and disaggregates various data to identify progress and gaps in addressing unmet student needs; shares data with administration, Building Leadership Team, School Community Council, district and community partners as appropriate, to inform decision-making
- Develops and maintains a current, comprehensive list of community resources available to students and families
- Accepts assignments for special projects as needed at both a school and district level
- Predictable and reliable attendance

During times of state or district emergency, all employees may be required to perform additional duties that are not required on a normal basis in support of educational and operational priorities. e.g. Performs general cleaning and sanitizing of work areas, provides remote assistance to students and staff, and any other reasonable duty as needed.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal backgrounds check
- Must have current certification as a Licensed Clinical Social Worker, Teacher, Psychologist, or other field related to non-profit work, mental health or child development
- Must have minimum of three years' prior experience working with at-risk students, families and/or community agencies
- Prior experience working with public schools preferred
- Must have knowledge of CAYCI and Community Schools infrastructure and wrap-around services

- Proficiency in Spanish preferred
 - Ability to build and sustain positive relationships with school-based personnel and community partners
 - Ability to treat students, parents and staff with empathy and discretion
 - Demonstrated skill facilitating meetings to be inclusive and solution-focused
 - Exceptional communication skills both verbal and written
 - Willingness to continually learn new information and develop new skills
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- Ability to take initiative, work efficiently and effectively with little oversight, and complete assignments on-time
 - Ability to work collaboratively and individually on assigned tasks
 - Ability to keep sensitive information confidential
 - Proficiency in the use of Word, Excel, Power Point, Google Docs, etc.
 - Willingness collaborate with and actively support other school, department and district initiatives
 - Ability to work a flexible schedule (afternoons and evenings as needed)

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---*Not limited to the following:*

- Possesses the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, interaction with critical personnel, interaction with parents and community members, and consistent changes in the educational profession

- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Requires the ability to lift a minimum of ten (10) pounds.
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.

Note: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____

HR _____

Effective date: 6/10/2020