Job Title: Community Partnership and Student Wellness Coordinator

Basic Function:

Under the direction of the Executive Director of Student Services and Engagement, the Community Partnership and Student Wellness Coordinator, is a dedicated staff member responsible for coordinating and supporting programs that address the learning barriers for students which includes but is not limited to attendance, behaviors, substance abuse, transiency, and social emotional development. In partnership with site administrators, the site health departments, and district level administration, the Coordinator will develop a system of support for students, families, and community members by working with internal and external community agencies. Additionally, the Community Partnership and Student Wellness Coordinator is responsible for implementing systems, procedures, and policies; monitoring projects; and maintaining program fidelity.

Representative Duties:

Essential Functions:

- Conduct a needs assessment by working with school administrators, teachers, partner agencies, parents and students to identify barriers to learning, available resources, and gaps in services.
- Identify, engage, and recruit partners to offer programs and services for students and families based on the community’s needs assessment. Develop administrative agreements/MOUs with partners to provide services.
- Develop the continuum of services for the students, families and community members within the school neighborhood.
- Assist directly with information sharing and referral services to maintain an effective referral process to community resources.
- Develop, maintain, and publicize a schedule of programs and activities offered at the school.
- Create, strengthen and maintain the bridge between the school and the community by creating opportunities for shared leadership and trust, which includes a community partnership Advisory Board.
- Facilitate and provide leadership through collaboration in order to resolve related issues to service delivery, access and coordination.
- Assess for improvement and shared accountability between partnerships.
- Advocate for students, families and community members within the school neighborhood. Make home calls to parents/guardians according to established procedures and time lines to encourage all students to stay in school on target to graduate; ascertain cause of absences and adopt or recommend effective courses of action.
- Aid in the identification of students with social, emotional, and academic problems, which tend to interfere with satisfactory school adjustment to assist students to stay in school on target to graduate and demonstrate the character and competencies for workplace success.
- Establish and coordinate service teams to ensure needs are being met and services are being maximized to the extent possible and to make adjustments as needed.
- Responsible for creating and implementing community schools plans.
- Coordinate all services that are part of community schools initiative that take place during and beyond the school day. Services can include but are not limited to expanded learning opportunities, health services, mental health services, parent/family engagement, attendance and direct material assistance.
- Actively participate, develop and conduct meetings, workshops and other gatherings related to attendance and social services issues.

Other Duties:
- Perform other duties as assigned.

Knowledge and Abilities:

Knowledge of:
- Skill in using computer software such as Google suite and all the applicable platforms.
- Of the physical, intellectual, social, and emotional growth patterns of students.
- Excellent networking, training, communication, and interpersonal skills, including exceptional customer service.
- Grassroots community outreach and organizing, and leadership training.
- Working with diverse communities.
- How a community school framework can support identified needs as indicated by the Local Control and Accountability Plan, California Dashboard, multi-tiered system of support and differentiated assistance.

Ability to:
- Apply the principles and techniques of problem solving, teaching, and counseling to school situations.
- Create and strengthen partnerships with various school stakeholder groups.
- Be sensitive to and understanding of the needs of English Learners (EL) students and parents.
- Facilitate oral and written communication in English and Spanish, bilingual preferred.
- Conduct business in an appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel, community representatives, parents, and students.
- Work effectively as a member of a team.

Education/Licenses/Experience:
- Any combination of education and experience that would be likely to provide the required knowledge and abilities would be qualifying. A typical way to obtain the knowledge and abilities would be:
  - Three years of employment in the field of teaching or school counseling working with school-age children.
  - Three years of experience in community resourcing and partnerships with other non-profit organizations and government agencies education.
  - A bachelor’s degree in education, counseling, social work or related field from an institution of higher learning accredited by WASC, preferred.
  - Pupil Personnel Services Credential (PPS) or Administrative Services Credential is preferred, but not required.
- Valid California driver’s license.
PHYSICAL DEMANDS AND WORKING CONDITIONS:

Working Conditions:

The usual and customary methods of performing the job’s functions requires the following physical demands: hearing and speaking to exchange information and make presentations; dexterity of hands and fingers to operate a computer keyboard; driving a vehicle to conduct work; seeing to conduct inspections of data; and occasional lifting of boxes and equipment and bending or reaching for files and equipment. Weight of materials will vary, but generally fifty pounds or less. Generally the job requires 50% sitting, 25% walking and 25% standing. May be required to correctly transfer or restrain a child physically if needed. The job is performed under minimal temperature variations, a generally hazard free environment and in a clean atmosphere. Other Conditions: The individual is required to use a personal vehicle to visit school and community sites, attend periodic evening meetings, and/or travel within and out of the county boundaries.

<table>
<thead>
<tr>
<th>Classification: 116</th>
<th>Number of Days: 261</th>
<th>Board Approval: 4/19/2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised:</td>
<td>FLSA Classification: Exempt</td>
<td>Classified Management Unrepresented</td>
</tr>
</tbody>
</table>

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. The district does not discriminate based on disabilities.