



POSITION ANNOUNCEMENT: Assistant Community School Director

Every school . . . safe, supportive, engaging, and inspiring.

About Center for Supportive Schools (CSS)

The Center for Supportive Schools (CSS, formerly Princeton Center for Leadership Training) advances the efforts of schools across the country to develop all students into leaders who help make their schools *safer, more supportive, engaging, and inspiring*. CSS is driven by the vision that one day, all students will thrive in schools that graduate them prepared for the rigors of college and lives filled with meaningful work, active citizenship, and personal fulfillment. Our work directly addresses *disengagement from school*, a root cause of students dropping out of school and other high-risk behaviors for students in urban, suburban, rural, economically disadvantaged, or more affluent communities.

Since 1979, CSS has partnered with 350 schools and our work has touched 350,000 students, educators, and parents. CSS partners with schools to help overcome disengagement by *engaging all members of the school community in the relationships and meaningful dialogue necessary to effect substantial and sustainable change in all students' school experiences*. We accomplish this through a thoughtful and collaborative planning, teambuilding, and training process with school leadership and other stakeholders; an intensive train-the-trainer strategy; user-friendly, rigorous, and relevant curricula; on-site technical assistance; fidelity monitoring; and program evaluation. CSS offers a wide variety of solutions, such as:

- **Peer Group Connection (PGC):** an evidence-based, school-based program that supports and eases students' successful transitions into middle and high school by tapping into the power of older students to create a nurturing environment for incoming students.
- **Teen Prevention Education Program (Teen PEP):** an evidence-based, school-based program that utilizes peer-to-peer education to increase responsible decision-making among students around issues of sexual health.
- **Student & Family Advisory (SFA):** a research-based school-wide practice that provides all students in middle and high school with the support they need to feel attached to school, to succeed in school, and to graduate ready for the rigors of college and high quality careers.
- **Achievement Mentoring (AM):** a school-based prevention and intervention program, developed by Dr. Brenna Bry, that pairs adult school staff with students in one-to-one mentoring relationships proven to reduce problem behaviors, improve academics, and reduce school dropout among at-risk students.
- **Campaign Connect/Community Schools:** a comprehensive, data-driven and relationship-based approach to engaging the school community in coordinated initiatives designed to improve student outcomes.
- **Customized solutions:** CSS also creates customized solutions in response to specific needs of schools. We have designed custom solutions for over 150 public and private schools throughout the United States.

CSS is a fast-paced, collegial, and team-oriented environment where each staff member plays a critical role in changing life trajectories for students and transforming school cultures. For more information about CSS, visit: www.supportiveschools.org.

About Community Schools

Community Schools offer a holistic approach toward improving academic performance driven by strong, collaborative partnerships among principals, parents, teachers, and CBOs. In Community Schools, parents are real and active partners in their children's education. Each student is connected to a mentor, club, or social service. The school climate is joyful and positive. Community members spend time at the school, participating in activities ranging from swimming and yoga to financial and parenting workshops. Extended afterschool or weekend classes are commonplace. An integral part of this approach is the blending of school- and community-based services into the school day, such as health, mental health, counseling, and academic enrichment.

The De Blasio administration believes that Community Schools are instrumental in helping schools catch up or leap ahead, and in putting all of our students on the path to four-year colleges and long-term careers. The Community Schools in New York City will use key strategies to help students achieve success:

- Meaningful family involvement in decision making around student needs
- Meaningful interactions with community-based services and programs
- Maximization of academic programming, college and career preparation, and extended weekend and afterschool programming
- Robust data monitoring and attendance taking practices

Position Description

Title: Assistant Community School Director

General Position Description: The full-time Assistant Community School Director is responsible for the day-to-day management of a community school strategy. He/she will support building and maintaining relationships with administration, faculty, staff, and students as the “community organizer” of the school and community. The Assistant Community School Director will create, strengthen, and maintain the bridge between the school and community. He/she will facilitate and provide leadership for the collaborative process and development of a continuum of services for children, families and community members within the school neighborhood. The Assistant Community School Director will assist the school in developing implementation action plans, troubleshooting implementation obstacles, and planning for sustainability. He/she will track the school's progress against performance goals, collect school data, and support program evaluation activities. Additional responsibilities include managing community partnerships and overseeing student assistants and/or interns. Initially, the Assistant Community School Director will support establishing and implementing a community school strategy. Over time, he/she may support any or all of CSS's leadership solutions that may be implemented at the school. The Assistant Community School Director will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community.

Detailed Position Responsibilities:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners in the school community
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders
- Facilitate regular meetings with community partners, ensuring the participation of all organizations serving the school and regular, positive communication amongst all school community partners. Work with the Community School Team (CST) may also include establishing and facilitating

working groups to address specific community school strategy components, such as communication, evaluation, and/or after-school programming as well as hosting monthly forums for ongoing collaboration with members of the community, including parent leaders, school-based organizations and partnering organizations.

- Assist with projects that involve multiple stakeholders that support school benchmarks, including: attendance initiatives, academic support interventions, and family engagement
- Develop assessment/review protocols for CSS-driven and community partner initiatives geared toward reflective evaluation and action planning for improvement
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs
- Serve as a liaison for agencies and programs interested in partnering with the school, and help to broker new partnerships that are aligned with school goals and needs.
- Identify evidence and research-based practices and/or partnerships that address priority areas for the school community strategy, which may include but are not limited to:
 - Parent/Family Engagement
 - Community Engagement
 - Youth Development
 - Academic Rigor and Instructional Practices
 - Health, Mental Health, Tutoring, Afterschool programming, Mentoring, Early Childhood
- Support and implement ongoing mechanisms to illicit input from teachers, school staff, CST members, parents, and students to determine ongoing needs of students and families
- Coordinate, plan, and facilitate on-site technical assistance meetings with administrators, faculty, and staff to plan for specific program implementations, problem-solve implementation obstacles, and ensure program sustainability
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Implement and maintain a process that encourages referrals to programs and services offered at the school; provides timely feedback to those who make referrals; and alert the CST to the need for programs not already offered
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Small Learning Communities meetings.
- Facilitate cross-referral of students and families between service providers
- Collect and monitor program implementation data and student data for each partnership and initiative implemented, including developing “dashboard” views that allow easy data analysis and interaction by the CST and other school stakeholders
- Facilitate at training conferences, as needed
- Other responsibilities, as needed

Candidate Qualifications

Education: Bachelor’s degree required

Other Required Qualifications: Bi-lingual skills (English and Spanish)

Professional Experiences and Personal Qualities/Skills: The ideal candidate will demonstrate extensive knowledge of and experience working in New York City public schools; exceptional abilities to problem solve, plan, and prioritize; a “roll-up-your-sleeves” entrepreneurial, startup attitude; knowledge of and experience working in education reform and student support services; proven ability to work in a fast-

paced environment managing multiple projects; and demonstrated high level interpersonal and cross-cultural skills, including the ability to build relationships internally and externally and to manage effective teams.

He/she will also demonstrate the following characteristics:

- Excellent listening, writing, and speaking skills
- Experience in urban high school (grades 9-12) setting and NYC education reform & expectations
- Knowledgeable in case management approach to student interventions in a traditional school setting
- Highly effective time-management, goal-setting, problem-solving, and decision-making skills
- Ability to gather, analyze, synthesize, and communicate information from various sources
- Strong public speaking and group facilitation skills
- Ability to engage in self-reflection about individual job skill development and on-site project management and implementation
- Ability to obtain and utilize student and school data to drive decisions
- Demonstrated ability to work independently and collaboratively
- Flexibility, resourcefulness, and willingness to work evenings and weekends when required for successful and timely completion of projects
- Ability to use discretion and judgment in handling confidential and sensitive information
- Knowledge of and an enthusiastic commitment to the organization's mission, solutions, and offerings
- Experience working in school-based settings, with knowledge about tenets of community organizing, student support services, and youth development theories
- Connections with community-based organizations and experience facilitating partnerships with these organizations
- Ability to work effectively with school aged youth, educators, families and communities from a wide range of cultural, social and economic backgrounds
- Ability to work collaboratively, with strong relationship building skills
- DOE fingerprinting and background clearances
- Program implementation experience preferred
- Proficient in technology and cloud based software
- Remarkable references

Supervisor: Eddie Castro – Community School Director

Location: The Community School Director will be based at Flushing High School in Queens, NY. Occasional travel to CSS's main office, located in Princeton, New Jersey, will be necessary.

Schedule and Salary: The anticipated starting date for this position is August 2017. The salary is competitive and based upon experience.

To Apply

Interested applicants are requested to *apply immediately* by emailing a cover letter and CV/résumé to resumes@supportiveschools.org. Please include (1) the title of the position in the subject line of your email and (2) where you found the position posting in your cover letter. If possible, please email all documents in PDF format. People of color are strongly encouraged to apply.

Center for Supportive Schools is an equal opportunity employer committed to inclusive hiring and dedicated to diversity in its work and staff.