



JOB DESCRIPTION

Building Assets, Reducing Risks Coordinator

Purpose

The coordinator's role is to coordinate the entire effort. She or he works with school counselors and/or school social workers, administrators, teaching staff, support staff, and parents/guardians to ensure that all students feel connected and supported in school. The coordinator ensures that staff is focused on meeting the needs of all students, not just those demanding attention. The coordinator guarantees the model's success by adjusting the model to meet student and staff needs.

Key tasks and responsibilities

- a. Solicit and respond to staff concerns by actively seeking information regarding what is working and what needs adjustment.
- b. Act as a liaison to staff and administration, maintaining open communication channels with all school staff and administrators.
- c. Provide support and advocacy for all staff, similar to a counselor supporting and advocating for students.
- d. Monitor academics, truancy, discipline, and alcohol, tobacco, and other drug (ATOD) use trends.
- e. Facilitate Risk Review meetings, encouraging support staff to discuss students whose behavior is starting to slide, not just those in crisis.
- f. Coordinate the Parent/Guardian Advisory Council.
- g. Organize and facilitate staff training at monthly meetings, which could continue during the summer months, if desired.
- h. Support I-Time through staff trainings, providing materials, and consultation throughout the year.
- i. Attend all monthly staff meetings/trainings.
- j. Recruit community agencies as a resource to meet student and school needs.



Yearly Timeline—although Building Assets, Reducing Risks can be started at any time, this calendar shows on the model can be implemented at the start of a new school year.

Spring of the Previous School Year

- a. Visit school staff in the lower grade(s) to identify students that may need supports in transitioning to the next grade level, and possibly a new school.
- b. Visit students in the lower grade(s) to tell them what their next school year will be like and answer any questions they may have. Have older student mentors help with this visit.

August

- a. Organize staff meetings/trainings.
- b. Facilitate first monthly meeting/training.
- c. Assist the school counselor with student and parent/guardians orientations.
- d. Meet with staff to establish an effective communication system, mindful of any existing issues in regard to class size, special education needs, etc.
- e. Mail a letter to all parents/guardians introducing the *Building Assets, Reducing Risks* educational model, soliciting volunteers to serve on the Parent/Guardian Advisory Council (to meet three times over the school year).

Recruit community agencies to serve as a resource to meet student needs, using the Community Assessment Form (CD-ROM).

September

- a. Initiate and facilitate weekly Risk Review meetings, which continue throughout the year.
- b. Determine dates for all monthly staff meetings/trainings and facilitate each meeting.
- c. Review student data with support staff, and determine strategies to meet identified student needs.
- d. Research and recruit resources available for students and their families in the community, adding them to the list that was started previously.
- e. Share a resource information list with support staff.
- f. Establish a Parent/Guardian Advisory Council calendar of meetings and notify all members of the dates.



October

- a. Review academic, truancy, and incident progress reports.
- b. Meet with all block teachers to discuss current incident progress reports, and make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meeting/training for staff.
- d. Facilitate Parent/Guardian Advisory Council meeting.

December

- a. Facilitate monthly meeting/training for staff.

January

- a. Request academic, truancy, and discipline incident progress reports.
- b. Meet with all block teachers to discuss all current incident progress reports, and make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meeting/training for staff.
- d. Facilitate Parent/Guardian Advisory Council meeting.

March

- a. Request academic, truancy, and discipline incident progress reports.
- b. Meet with all block teachers to discuss all current incident progress reports, make adjustments as needed. Consult with administration if necessary.
- c. Facilitate monthly meeting/training for staff.

May

- a. Assist with articulation agreements and student transition issues. Meet with staff from both schools to determine opportunities and difficulties.
- b. Meet with staff at school to collect information on incoming students.
- c. Facilitate monthly meeting/training for staff.
- d. Facilitate Parent/Guardian Advisory Council meeting.



June

- a. Request academic, truancy, and discipline incident progress reports.
- b. Meet with all block teachers to discuss all current incident progress reports, and make adjustments as needed. Consult with administration if necessary.
- c. Discuss any supports that high-need students could have during the summer.
- d. Facilitate monthly meeting/training for staff.

Estimated time commitment required:

.50 FTE or more depending on school size.

Fit with other staff and components:

The coordinator is an integral part of the *Building Assets, Reducing Risks* support services team, as he or she sees the big picture with both staff and students. The coordinator serves as primary point of contact for staff and internal operations.

Staff – The coordinator oversees and helps determine policies, monitors staff needs and issues, and solicits feedback from staff about what is and what is not working. She/he is a good listener, providing support and training as needed to continue a strong and positive experience to meet student requirements.

Students – The coordinator recognizes shifting cognitive and emotional needs of students, looking for trends before they emerge and are established.