

## **Do Communities In Schools of Seattle staff work year round?**

Communities In Schools of Seattle partnership agreements generally span from September to June; Site Coordinators take the SPS winter break off and work during the SPS mid-winter and spring breaks while the Communities In Schools of Seattle leadership team works year round.

## **How many Communities In Schools of Seattle staff members work directly onsite?**

One full-time Site Coordinator is based at each school we partner with. More seasoned Site Coordinators may be assigned a social work practicum student to host at their school depending on student interest and staff capacity, though this cannot be guaranteed year-to-year.

## **What do Communities In Schools of Seattle's tiered support services look like?**

Communities In Schools of Seattle Site Coordinators work closely with school leaders, educators and other staff, as well as students and families, to prioritize needs and develop a system of support services unique to each school community. For example, let's say that ABC Middle School is focused on improving student attendance and strengthening family engagement. In this situation, Communities In Schools of Seattle tiered support services might look like:

- Tier 1 (available to all students) - Family Engagement Nights, Monthly Attendance Challenges
- Tier II/III (for case managed students) - Home Visits, Attendance Monitoring & Goal Setting

## **How many students does Communities In Schools of Seattle case manage?**

Full-time Site Coordinators case manage up to 45 students at one time. Students may rotate on and off the caseload as their needs change, meaning that Site Coordinators often provide case management services to more than 45 unique students throughout the course of the year.

## **What student data does Communities In Schools of Seattle collect and how is it used?**

Site Coordinators utilize data to conduct a needs assessment and create an individualized student support plan for each case managed student we have parent/guardian consent to work with. All tiered supports provided, case managed student monitoring, and goal achievement is housed in a robust database called CISDM. This database adheres to all FERPA requirements and is used because of its unique ability to monitor progress and measure success specifically aligned to the CIS model. Key student data points include:

- General Demographic Information
- Average Daily Attendance, Tardies
- Grade Marks, Standardized Test Scores
- Disciplinary Referrals, Suspensions
- Unique Student Attributes (English Language Learner, Experiencing Homelessness, etc.)

## **How much does it cost to bring Communities In Schools of Seattle to my school?**

It costs approximately \$65K total to fund a full-time Communities In of Seattle presence at one school. We ask that partners contribute a minimum of \$25K towards the total program cost.

## **How do schools typically fund their portion of a partnership with Communities In Schools of Seattle?**

Most schools utilize a portion of their Families, Education, Preschool and Promise (FEPP) Levy funds. We are also happy to collaborate with school partners in securing outside grant funding to support our presence at their school as needed.

## **What role do Site Coordinators play in a Communities In Schools of Seattle partnership?**

Site Coordinators lead the planning, implementation and evaluation of the CIS model at their school, from conducting annual needs assessments and building support plans to monitoring progress toward student and school wide goals throughout the year. Site Coordinators are responsible for the following:

- Provide intensive case management services for a minimum of 40 students with a focus on attendance, academic and behavioral interventions
- Connect caseload students and their families to wrap-around support services
- Coordinate a minimum of 4-6 school wide activities that support a positive school climate
- Participate in or lead school family engagement, outreach and support efforts
- Collaborate with other school and community partners to support student success
- Conduct frequent progress monitoring for caseload students in alignment with intensity
- Participate in school staff meetings and/or trainings as appropriate
- Participate in all school events, such as assemblies and parent-teacher conferences

## **What role do school leaders play in a Communities In Schools of Seattle partnership?**

School leaders play a key role in the planning, implementation and evaluation of the CIS model, from setting the focus area of our work to fostering a school-wide understanding of how educators and other staff can collaborate with Communities In Schools of Seattle to support students and families. School leaders are responsible for the following:

- Review and sign appropriate district CBO contracts based on partnership agreement
- Contribute to CISS annual school needs assessment and support plan development
- Introduce and communicate CISS staff role and support services to school community
- Provide work space for CISS staff and access to program space for CISS programs
- Support the identification and referral of students to CISS supports and services
- Ensure CISS is integrated into school operations, staff teams and trainings as appropriate
- Facilitate access to student and school data as needed for CISS monitoring and evaluation
- Keep CISS leadership informed of any needs or concerns and provide program feedback

## **What support does Communities In Schools of Seattle provide to ensure a successful partnership?**

The Communities In Schools of Seattle program leadership team provides ongoing support to Site Coordinators and school leaders throughout the duration of the partnership to ensure that our model of integrated student supports is implemented effectively. For school leaders, this might look like periodic meetings to discuss successes and challenges, mid-year feedback surveys and ongoing communication regarding changing school needs. Site Coordinators are in weekly contact with program leadership and Site Coordinators based at other schools to workshop challenges, identify resources and share best practices.

## **Do school leaders have an opportunity to be involved in the Site Coordinator hiring process?**

Yes! Communities In Schools of Seattle works with school leaders to identify one or two representatives from the school community (usually a principal and assistant principal or counselor) to participate in the final interview panel for the Site Coordinator position at their school to ensure the best fit possible.