



School Title I Coordinator

Purpose Statement

The job of School Title I Coordinator is done for the purpose/s of providing leadership, management and coordination of the Title I program at the school level; hiring and supervising Title I paraprofessionals; scheduling and supervising student interventions; maintaining a variety of electronic and print records; collaborating with District Title I personnel; and promoting a quality Title I program at their individual Title I school.

This job reports to Principal and District Title I Director

Essential Functions

- Assists the school principal to conduct the comprehensive community needs assessment by gathering information from multiple sources with additional input from a variety of internal and external sources (e.g. parents, teachers, administrators, paraprofessionals, etc.) for the purpose of assessing student and community needs.
- Assists principal in conducting an annual Title I Community Meeting (e.g. student participation in Title I, rights of parents to be involved, complaint procedure, curricula and assessments used in school, input on Title I School-Wide Plan, School/Parent Compact, etc.) for the purpose of informing parents and patrons of practices and procedure of the Title I program.
- Assists in the assessment, selection and placement of preschool students for the purpose of providing and meeting the educational needs of the appropriate students.
- Collaborates with a variety of internal and external sources (e.g. principal, teachers, District administration, parents, students, patrons, etc.) for the purpose of enhancing student learning and achievement.
- Collaborates with a variety of internal sources in regards to the preschool program (e.g. teachers, paraprofessionals, administration, etc.) for the purpose of ensuring smooth transitions to elementary school for the preschool students.
- Collaborates with a variety of internal and external sources (e.g. principal, teachers, parents, patrons, etc.) for the purpose of implementing, maintaining and providing continuity of services to meet Title I goals.
- Collaborates with school administration in the hiring, supervising, training, monitoring and evaluating of highly qualified paraprofessionals as well as tracking staff hours and schedules for the purpose of ensuring the smooth functioning of the program and services as well as monitoring time and program costs.
- Collaborates with internal and external sources (e.g. teachers, paraprofessionals, administration, middle school staff, etc.) for the purpose of ensuring smooth transitions for the students from 6th to 7th grade.
- Gathers and disseminates information for student report cards in at least two different media formats and in a language and design parents and other patrons can understand for the purpose of ensuring knowledge of student progress and achievement.
- Knows, understands, and follows District purchasing procedures (e.g. provides documentation of purchases, spends Title I funds only on allowable purchases, receives proper approval from administration, etc.) for the purpose of providing fiscally responsible accountability for Title I funding.

- Participates in the organization of staff training in regards to the Title I program (e.g. inservice activities, etc.) for the purpose of preparing and informing staff and teachers of their program responsibilities.
- Participates in meetings, workshops, trainings, professional development and seminars for the purpose of conveying and/or gathering information to perform job functions as well as participating in the appropriate decision making process.
- Participates with a variety of internal and external sources (e.g. parents, teachers, school paraprofessionals, administrators, District Title I personnel, etc.) for the purpose of reviewing, modifying and/or writing the Title I school-wide Plan.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Plans, participates, and implements parent involvement activities based on the community needs assessment as well as providing data of the effectiveness of the activities for the purpose of increasing the ability of parents to help their children succeed academically.
- Plans, conducts, and documents monthly school-wide professional development for paraprofessionals for the purpose of acquiring and/or conveying the needs assessment and performance data of the students.
- Prepares and maintains a variety of program-mandated reports for the purpose of tracking student progress and achievement.
- Provides and disseminates documentation to the participants of the Title I School-Wide Plan Committee, parents and patrons in at least two different media formats and in a language and design parents and other patrons can understand for the purpose of ensuring knowledge of the Title I School-Wide Plan.
- Reviews annually, and/or revises the School Parent Involvement Policy and School Parent Compact with participation of internal and external sources (e.g. parents, teachers, administrators and District Title I staff, etc.) for the purpose of maintaining and reinforcing policy and procedure.
- Schedules and attends appropriate meetings with students and/or parents in Title I interventions for the purpose of reinforcing instructional objectives and contributing to students' success in school.
- Understands and demonstrates knowledge of laws, policies and procedures relating to the Title I program for the purpose of ensuring compliance with federal, state and district guidelines and requirements.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment and office technology; planning and managing projects; preparing and maintaining accurate records; utilizing conflict resolution techniques.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of grammar, spelling and punctuation; general understanding of the academic K-12 market; job-related codes/laws/rules/regulations/policies; keyboarding; office equipment and technology; instructional practices; community resources; district policies and procedures; and issues relating to at-risk youth.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with

persons of diverse backgrounds; dealing with frequent interruptions; maintaining confidentiality; meeting deadlines and schedules; organizing tasks; setting priorities; working as part of a team; working with detailed information/data.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 25% sitting, 10% walking, and 65% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is desired.

Education: Bachelors degree in job-related area.

Equivalency:

Required Testing

Must be NCLB Highly Qualified
Must meet highly qualified requirements of ESEA

Certificates and Licenses

Current level 2 Utah teaching license

Continuing Educ. / Training

BA, BS degree in related area with increasing levels of job-related experience may substitute for MA Degree.
Occasionally as needed to perform changing essential functions of position

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

Lane 1