



## COORDINATOR II – SOCIAL EMOTIONAL & ACADEMIC SUPPORTS

Certificated Job Description

### IMMEDIATE SUPERVISOR:

Director of Equity and Inclusion

### ESSENTIAL FUNCTIONS:

1. Supervise, plan, organize, and coordinate intervention and prevention programs offered to school districts to address positive school climate and the whole child approach to education. Programs may include multi-tiered systems of support, social emotional learning, trauma resilient schools, school safety, identified health, truancy reduction, and other school climate issues.
2. Supervise and evaluate assigned staff.
3. Provide leadership in planning, implementing and coordinating local, state and federal programs and mandates relative to equity and inclusion.
4. Act as a resource by developing, scheduling and facilitating evidence-based professional learning activities to support the intervention/prevention programs and equity and inclusion needs of districts as specified in local and state plans.
5. Review state, local and federal grant funding requests for applications related to prevention and early intervention needs, research and co-write proposals addressing district priorities. Administer successful grants and submit required program reports.
6. Collaborate with professional and community committees, work groups, organizations, institutions, and other agencies at the local and state level to promote improved practices in education around school climate intervention and prevention.
7. Work with school site and district administrators through coaching and technical assistance in implementing equity and inclusion frameworks to determine school needs and assess training and program development priorities.
8. Administer and review grant funded and contract budgets. Facilitate program evaluation maintain records and prepare reports as required.
9. Other duties as assigned.

### MINIMUM QUALIFICATIONS:

A. Personal Qualifications:

1. Knowledge of fundamental principles in: quality staff development, ability to transmit knowledge and skills to other staff, youth and adults; conduct oral presentations utilizing audio visual equipment and presentation software.
2. Possession of a broad repertoire of presentation and facilitation skills, and

- ability to work with community partners in a collaborative manner utilizing interpersonal skills to organize and work cooperatively and effectively with individuals and groups.
3. Establish and maintain effective collaborative relationships with local school and community partners, as well as local and state agencies, youth-serving community groups and resources related to equity and inclusion.
  4. Knowledge of, and willingness to stay abreast of current trends, innovations, and practices in health services, child welfare and attendance, truancy reduction, and school climate issues.
  5. Evidence of writing skills necessary to develop successful grant proposals, create measurable goals and objectives, set project priorities, and evaluate progress; ability to write effective internal and external communications to support and sustain programs.
  6. Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
  7. Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

B. Professional Qualifications:

1. Proven ability to provide leadership in the development and implementation of quality staff development.
2. Proven ability to provide leadership in community partnerships and development of evidence-based prevention and intervention practices.
3. Ability to work effectively with diverse individuals and groups.
4. Ability to effectively structure, organize, and systematize tasks and activities.
5. Ability to articulate ideas and information effectively to others.
6. Ability to manage multiple budgets with accuracy and fiscal accountability.
7. Proven ability to serve at-risk students with diverse needs.
8. Must present verification of completion of Child Abuse Mandated Reporter training or obtain verification within six (6) weeks of hire and annually thereafter, as required by the California Child Abuse and Neglect Reporting Act.

**TRAINING AND/OR CREDENTIALS:**

A. Education:

1. Administrative Services Credential (or be eligible for an administrative preliminary, intern, or waiver credential and obtain and maintain that credential upon receiving a job offer).
2. Master's degree from an accredited college or university.
3. Valid California teaching credential(s) and/or Pupil Personnel Services credential.

B. Experience:

1. Successful experience in an administrative role at a school site and/or district office desired.
2. Successful experience in coordinating and conducting staff development activities.
3. Experience in prevention program development and implementation of prevention and early intervention frameworks.
4. Successful experience in coordinating and conducting staff development activities focused on child welfare and attendance requirements, student health and school safety issues, truancy reduction monitoring, and other school climate improvement addressing the quality of school life.
5. Experience in budget development, management and oversight.

CP: mm

5/26/23

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