

**JOB DESCRIPTION**  
**San Diego County Office of Education**

**Coordinator, System of Supports**

**Purpose Statement:**

The Coordinator, System of Supports will provide technical assistance, consultative, advisory, and planning services to schools, Local Educational Agencies (LEA) focused on multi-tiered systemic and sustainable integrated school improvement and engagement efforts promoting positive, safe, supportive, and positive school climates.

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**Diversity Statement:**

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

**Essential Functions:**

- Provides technical assistance, capacity building, and coaching to districts/site and charter school teams on systemically implementing and scaling multi-tiered system of school-based supports and initiatives (e.g., PBIS, Social Emotional Learning, restorative practices, community schools).
- Works collaboratively with district administrators, school-based leadership teams, teachers, community organizations and families to facilitate implementation of a multi-tiered system of supports (MTSS).
- Coordinates and facilitates multi-tiered systems of support trainings for school-based and district staff to include, but not limited to development of meeting cadences and agenda for leadership team trainings.
- Develops and maintains collaborative relationships with school and community partners (e.g., district personnel, school staff, community organizations, families, institutions of higher learning, etc.) for the purpose of implementing and maintaining whole-child initiatives and supports.
- Monitors progress of MTSS implementation to assist LEAs to improve their educational systems.
- Conducts site visits for the purpose of supporting initiative implementation and communicating program outcomes and effectiveness to educational leaders and larger school community.
- Develops and monitors subcontracts and agreements that enhance school-based intervention programming and services.

- Compiles, maintain, analyze, and report data from a variety of sources related to essential functions, effectiveness, and evaluation of program.
- Plans and implements activities and procedures designed to ensure the completion of established goals and objectives.
- Supervise, trains, and evaluates assigned personnel for the purpose of providing coaching and feedback regarding their performance.

**Other Functions**

- Perform other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**KNOWLEDGE OF:**

Multi-tiered system of support (MTSS) model, implementation of MTSS, and intervention strategies;

Pertinent laws, codes, policies and/or regulations related to program;

Whole-child approaches including community school practices (active family and community engagement, integrated supports, collaborative leadership, and practices, expanded learning time and opportunities);

Design and delivery of professional development techniques.

**ABILITY TO:**

Analyze, assess, and interpret legislative, statistical, and programmatic data;

Apply knowledge gained in practical project administration;

Effectively research and evaluate educational programs;

Make recommendations for program improvement;

Schedule, coordinate, and conduct workshops, seminars, conferences, and meetings;

Independent problem solving is required to analyze issues and create action plans;

Communicate effectively both orally and in writing;

Work with data of widely varied types and/or purposes;

Establish strong positive interpersonal relationships;

Strong organizational skills with excellent attention to detail

Proficient in intervention management software and Microsoft Office programs, including PowerPoint, Word, and Excel;

Meet deadlines and schedules;

Work with a significant diversity of individuals and/or groups;

Work as part of a team.

### **Working Environment**

#### **ENVIRONMENT:**

Duties are typically performed in an office setting.

May be designated in an alternate work setting using computer-based equipment to perform duties.

#### **PHYSICAL ABILITIES:**

Must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift light objects. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

### **Education and Experience:**

**Education:** A bachelor's degree in education, social work, sociology, psychology, or closely related field; and

**Experience:** Three (3) years of experience related to multi-tiered system of supports, progressive leadership development, school-based interventions, and community partnerships; or

**Equivalency:** A combination of education and experience equivalent to a bachelor's degree in education, social work, sociology, psychology, or closely related field, and three (3) years of experience related multi-tiered system of supports, progressive leadership development, school-based interventions, and community partnerships.

#### **Required Testing**

N/A

#### **Certificates, Licenses, Credentials**

Valid CA Child Welfare Attendance authorization preferred  
Valid CA Driver's License

#### **Continuing Educ/Training**

N/A

#### **Clearances**

Criminal Justice Fingerprint/Background Clearance  
Physical examination including drugscreen  
Tuberculosis Clearance

**FLSA Status:** Exempt

**Salary Grade:** Classified Management Grade 045

**Personnel Commission Approved: Nov. 16, 2022**

Revised: N/A