



JOB DESCRIPTION

Coordinator - Safe and Supportive Schools

Reports to:	Assistant Superintendent of Student Services	Employment Group / Salary Range:	Classified Management
Dept:	Student Services	FLSA:	EXEMPT
Annual Workdays:	205	Formal Review Date: Board approval date:	9/6/23 9/11/23

PRIMARY FUNCTION

Under the supervision and direction of the Assistant Superintendent of Student Services, oversees all phases of planning and the implementation of a multi-tiered system of support (MTSS) framework for safe and supportive schools to ensure the physical and psychological safety of all students and staff. Provides training and coaching to school and district staff to strengthen and sustain systems implementation. Coordinates the delivery of universal prevention strategies and intervention programs for students and staff needing additional support. Oversees school safety, emergency readiness, and disaster response planning. Ensure a comprehensive systemic approach to promote mental health, suicide prevention, social-emotional learning, trauma-informed practices, restorative practices, and culturally relevant practices.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Coordinate all phases of training, planning and providing technical assistance in support of the implementation of MTSS and Positive Behavior Intervention and Support (PBIS) at schools, including the integration of social and emotional learning, culturally relevant practices, restorative practices, mental health, suicide prevention, bullying prevention, attendance, and the implementation of support programs for foster youth and families experiencing homelessness.
- Develop and maintain required comprehensive school safety, bullying prevention, and suicide prevention plans to meet the requirements of California Education Code. Coordinate with school leaders, law enforcement, fire and safety personnel, and other community stakeholders to conduct safety assessments and review and write safety plans. Provide training and technical assistance on the site-level development and implementation of related plans.
- Develop and provide training and coaching for a systemic approach to safe and supportive schools to include, PBIS/MTSS, social and emotional learning, supportive discipline, student supervision, student mental health, comprehensive school safety, suicide prevention, bullying prevention, attendance and supports for foster youth and students experiencing homelessness. Present on topics and conduct outreach activities in settings across the District and within the community.

- Evaluate and monitor the implementation of PBIS using structured tools at the district, school, and classroom levels; facilitate ongoing action planning processes with site teams and individual staff for implementation fidelity and outcome improvement.
- Oversee the administration of universal screeners and surveys (i.e. California Healthy Kids Survey, Covitality, etc.) across all sites to support safety planning and the delivery of tiered supports.
- Coordinate and supervise the activities of student support contract and/or District staff such as Student Assistance Specialists and Family Support Specialists to ensure the needs of students, staff, and the District are addressed effectively and efficiently, in alignment with District policy. Monitor the delivery of tiered interventions and other support programs to ensure practices have evidenced effectiveness and are implemented with fidelity.
- Provide support to school sites and districtwide support programs to ensure referral systems are effective and consistently used by all staff when specialized support is needed from school- and community-based services.
- Coordinate and collaborate with Educational Services and Human Resources to ensure professional development plans complement and align with annual District-wide plans for professional development. Provide training to meet training mandates for staff, such as suicide prevention, bullying prevention, school security, etc.
- Facilitate or participate in community, department, and district committees, task forces, and councils as appropriate.
- Represent the District at assigned conferences, meetings and workshops to maintain current knowledge of regulations and requirements affecting assigned areas. Be available to speak to groups or the media on student services and supports, multi-tiered system of supports, school climate, safety, student mental wellness and attendance.
- Research grant opportunities, develop proposals, write and submit grant applications to fund work related to PBIS/MTSS, school safety, student mental health, suicide prevention, attendance and supports for foster youth and students experiencing homelessness.
- Create, organize and maintain accurate records, and protect the confidentiality of those records and related information.
- Gather and analyze data to produce state, federal and local reports as required.
- Other duties and responsibilities consistent with the primary functions may be assigned.

QUALIFICATIONS

Education and Experience:**Required**

- Possesses a Bachelor's Degree and/or the equivalent of experience in developing and coordinating the implementation of safety plans, safety assessments, and safety planning processes for schools or other public agencies, directing and providing training and coaching on the implementation of MTSS/PBIS.

Licenses, Certificates and Other Requirements:

- Possession of a valid California Driver's License

KNOWLEDGE, SKILLS AND ABILITIES**Knowledge of:**

- Planning, organization, control and direction of an organizational unit involving one or more professional activities.
- Procedures, trends, regulations and laws associated with comprehensive school safety and emergency readiness, bullying prevention, suicide prevention, mental health and wellness, culturally relevant practices, foster and/or students experiencing homelessness, and related education issues.
- Implementation of PBIS and MTSS, and the selection, implementation, and evaluation of evidence based programs within a framework of support for students and staff.
- Principles, techniques and strategies for collaboration development, team-building, leadership coaching, and conflict resolution.
- Applied behavior analysis as it applies to student behaviors in an educational setting.
- Serving students with significant and/or special needs in a general education setting.
- Professional development and basic presentation design, delivery and evaluation.
- Educational system and planning, including district, school and classroom operations and administrative procedures.
- Proper report writing, document construction and editorial enhancement techniques.
- Proper English usage, spelling, grammar, vocabulary and punctuation.
- Community organizations and resources.

Skills and Abilities to:

- Understand and carry out both oral and written instructions independently.

- Work collaboratively and communicate effectively as part of a training team.
- Coordinate, plan, develop and organize the day-to-day administrative services and office operations of the assigned program.
- Analyze and interpret numerical data and written information.
- Maintain confidential information.
- Prepare and maintain financial and programmatic reports and other records related to the assigned program.
- Maintain office wide professional standards of conduct (model core values).
- Understand and use a variety of computer applications and appropriate software, based on assignment.
- Operate a computer, including word processing, data management software, and student information systems.
- Establish and maintain ongoing cooperative and collaborative relationships with students, parents, school district staff, key public agencies, and other community stakeholders.
- Facilitate training and lead collaborative processes in group settings.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk and stand; use hands to finger, handle, feel or operate objects, tools or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is required to lift/or carry up to 20 pounds to waist height.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; use math and mathematical reasoning; observe and interpret people and situations; learn and apply new information and skills; perform highly detailed work; work on multiple, concurrent tasks; work with frequent interruptions; and work under intensive deadlines.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Employees work under typical office conditions subject to frequent public contact and interruption and to intermittent exposure to individuals acting in a disagreeable fashion. The employee occasionally works outdoors exposed to weather conditions.

The employee may be required to travel to locations other than the assigned work site and to adjust to work schedule changes and requirements to work overtime.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

Employee Signature

Date

Name Printed