

## COORDINATOR, SCHOOL CLIMATE

### DEFINITION

Under general direction, work with districts and schools to help establish programs and initiatives that promote safe, supportive, inclusive and positive school climates. Primarily, Coordinator works to develop, promote and align social-emotional and behavioral intervention systems to create a positive learning environment and culture. Coordinator will work with school district leadership to implement youth development programs that incorporate current research and best practices with a trauma-informed and cultural humility lens. Coordinator will be an active lead and member of teams that support; Multi-Tiered Systems of Support, Positive Behavior Intervention Systems, and Social-Emotional Learning. The Coordinator will work with local districts to collaboratively implement, monitor and evaluate their goals and strategic plan in the referenced areas.

### SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Executive Director, Safe and Supportive Schools. Exercises direct supervision over professional and administrative support staff.

### CLASS CHARACTERISTICS

This is a management classification responsible for planning, organizing, reviewing, and evaluating School Safety and Risk prevention programs and services. Incumbents are responsible for performing diverse, specialized, and complex work involving significant accountability and decision-making responsibilities, which include developing and implementing policies and procedures for assigned programs, budget and contract administration and reporting, and ensuring compliance with regulatory requirements. Incumbents serve as a professional-level resource for organizational, managerial, and operational analyses and studies. Performance of the work requires the use of considerable independence, initiative, and discretion within broad guidelines.

### EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

*Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.*

- Assist in the coordination and implementation of youth development programs.
- Coordinate implementation of research-based social emotional and behavioral interventions are aligned with a multi-tiered system framework.
- Design and implement staff trainings for teachers and administrators on youth development, school climate and culture.
- Partner with SMCOE staff to provide professional development for teachers and administrators on student behavioral interventions such as Restorative Practices and other evidence-based models.
- Coordinate implementation of research-based social emotional and behavioral interventions and ensure alignment with a multi-tiered system framework.

- Design, implement and evaluate professional development for teachers and administrators around school climate and student behavior models and social emotional learning.
- Partner with SMCOE staff to provide professional development for teachers and administrators on student behavioral interventions such as Restorative Practices and other evidence-based models.
- Collaborate cross-departmentally on SMCOE initiatives.
- Attend regional and state meetings related to school climate, and other required training.
- Fully support a commitment to equity-centered schools and classrooms, through promotion of effective practices demonstrated to eliminate the opportunity and achievement gap for students. (Students of color, English Language learners, students in low socio-economic status, students with disabilities, etc.)
- Select, train, supervise and evaluate assigned staff.
- Performs related duties as required.

## **QUALIFICATIONS**

### **Education and Experience:**

*Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:*

- Three years of experience as a site administrator.
- Five years of teaching experience at the K-12 level.

### **Licenses and Certifications:**

- Clear Administrative Services Credential.
- Some positions may require possession of a valid California Driver's License and a satisfactory driving record to be maintained throughout employment.

### **Knowledge of:**

- California Standards for the Teaching Profession, California Administrator Performance Expectations, and California Professional Standards for Educational Leaders.
- Elements of an effective school climate program.
- California Multi-Tiered System of Support Framework.
- Restorative Justice Practices.
- Positive Behavior Interventions Systems.
- Components of effective professional development systems, including theoretical grounding and professional learning models focused on student excellence.
- Available local, regional, and state resources, and applicable state laws and requirements.
- Research laws and best practices to support students with disabilities, English language learners and students in pre-K-12 settings.

### **Ability to:**

- Prepare and deliver effective, contemporary and high-quality professional development.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Coach, mentor and support teachers, mentors and site administrators.
- Prepare clear and concise reports, correspondence, documentation, and other written materials.
- Facilitate groups in planning, problem solving and decision-making.

- Independently organize work, set priorities, meet critical deadlines, and follow-up on assignments.
- Ability to work effectively in a team environment with staff members and managers.
- Initiate and negotiate contracts with school districts and community-based organizations.

### **PHYSICAL DEMANDS**

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and visit various County sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information.

### **ENVIRONMENTAL CONDITIONS**

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing divisional policies and procedures.