



Leadership • Collaboration • Support

JOB TITLE: Coordinator, Prevention and Early Intervention Supports and Services

Administrative Salary Schedule A, Range 9

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITY

Provides technical assistance, professional learning, implementation coaching, and relevant information to the Solano County Office of Education Juvenile Court and Community Schools and Solano County districts/schools to effectively support the implementation of Multi-Tiered Systems of Support (MTSS)/ Positive Behavioral Interventions and Supports (PBIS).

ESSENTIAL DUTIES

- Lead the development and implementation of MTSS/PBIS implementation initiatives.
- Support the development of grant applications and responses to request for proposals.
- Coordinate the implementation of behavior/wellness systems programming.
- Support the development of professional learning curriculum and technical assistance materials for systems-level interventions.
- Coordinate communications, information, curricular resources, and staff development activities to meet student needs and enhance educational effectiveness of assigned programs and services.
- Establish and maintain technical assistance event calendar and work with partner agencies on establishing implementation plans.
- Facilitate community services at district and school sites to serve selected families at-promise.
- Understand and ensure the effective deployment and use of behavior/wellness data systems including the School Wide Information System (SWIS) and PBIS Assessments.
- Analyze data related to selected youth at-promise including attendance, behavioral and academic data.
- Implement professional learning for district teams, school teams, community providers, family support and regional leadership support teams.

- Understand school systems and utilizing data to guide schools and districts to engage in continuous improvement practices.

KNOWLEDGE AND ABILITIES

- Knowledge of Adult Learning Theory and facilitation of professional learning.
- Ability to lead collaborative efforts with a variety of disciplines and agencies.
- Expert level presentation skills on topics related to academic interventions, school-based mental health, and behavioral intervention strategies.
- Experience in training adult professional from a variety of disciplines.
- Knowledge of laws, rules, and regulations impacting systems servicing children and families, with an emphasis on vulnerable and underserved populations.
- Effective oral and written communication skills.
- Expert knowledge of sources of educational, academic, and behavioral health data and how to utilize the data to support transformational change.
- Knowledge of Improvement Science and Implementation Science as it relates to school improvement initiatives.
- Ability to work independently and as part of a team.
- Ability to express ideas and concepts clearly and concisely in oral and written form.
- Ability to establish and maintain cooperative and professional working relationships with individuals, groups, and public and private agency personnel.
- Ability to guide and supervise staff in the implementation of behavior/wellness programing including systems based on public health prevention models.
- Ability to motivate, challenge and guide others in the improvement of educational goals.
- History of successful interagency experience including child welfare, mental health, educational partners, and probation services is preferred.
- Ability to establish and maintain clear communication and cooperative working relationships with a variety of educators, social welfare agencies and community groups.

EDUCATION AND EXPERIENCE REQUIREMENTS

Any combination equivalent to:

- Valid California Teaching Credential; Master's degree preferred.

- Administrative Services Credential.
- Five years of professional learning facilitation, MTSS implementation coaching, and providing technical assistance to local education agencies and schools.
- Experience in tools and strategies related to behavior/wellness programming including systems based on public health prevention models.

LICENSES AND OTHER REQUIREMENTS

Valid California driver’s license.

SUPERVISION RECEIVED

Limited and general supervision.

SUPERVISION EXERCISED

Employees in this classification may supervise other staff members in the operational unit.

PHYSICAL ACTIVITY REQUIREMENTS

Work Position (Percentage of Time):

Standing (15%) Walking (25%) Sitting (60%)

Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting – lbs. (0-40) Lifting (2) Bending (2)

Pushing and/or
Pulling Loads (1) Reaching
Overhead (1) Kneeling or
Squatting (1)

Climbing Stairs (2) Climbing Ladders (1)