

CHILD WELFARE COORDINATOR

DEFINITION:

Under direction of the Director of Attendance and Due Process, assists in planning, organizing, coordinating and supervising prevention education programs for students and their families to address non-academic problems that interfere with the student's ability to be successful in school. Builds systems that address behaviors and strengthens relationships. Facilitates the ongoing development and maintenance of systems such as Positive Behavioral Interventions and Supports (PBIS), Restorative Justice, Caring School Communities, and Steps to Respect at the individual student, school-wide, and district levels. Provides support through training, technical assistance, monitoring, and policy development, as outlined below, through collaboration with district staff and administrators. Collaborates with school, district, county, and community stakeholders to advance supports and interventions for student success.

QUALIFICATIONS:

- Three or more years of successful teaching experience preferred.
- Possession of a valid California administrative services credential preferred.
- Sustained effort in implementation of positive school climate programs.
- Successful administrator/trainer experience desirable.
- Valid California Driver's License.
- Bilingual in English/Spanish desirable.
- Behavior analyst certification, marriage family therapist, or counseling credential desirable.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides school-wide positive behavior support systems (SWPBS) training and technical assistance to district and site stakeholders. Fosters development and implementation of organizational support, including: team-based leadership, data-based decision-making, continuous monitoring of student behavior, and ongoing professional development of staff.
- Assists schools sites with the implementation and use of a student database (e.g. SWIS) to track suspensions and office discipline referrals. Supports sites with the review of attendance data for students with high levels of office discipline referrals.
- Demonstrates understanding of Positive Behavioral Interventions and Supports (PBIS) framework and principles of applied behavior analysis, prevention, and the value of positive behavior support. Leads district effort to implement SWPBS.
- Demonstrates understanding of Restorative Justice (RJ) principles providing training and technical assistance to district and site stakeholders, i.e., peer mentoring, conflict management, active citizenship, and community safety.
- Assists school sites in assessing current practices and policies for consistency with prevention objectives. Facilitates development of school action plans, benchmarks, community input and engagement.
- Participates and provides RJ and PBIS trainings.
- Analyzes data to provide site-based and district-wide overview of progress toward district PBIS goals. Works closely with administration and staff to maintain and build upon current PBIS efforts and advance district's vision for positive behavior support and improved social behavior outcomes for all students.
- Assists with district PBIS Advisory Committee. Works closely with administration and staff to maintain and build upon current district PBIS efforts and advance district's vision for PBIS.

- Provide leadership to the school community in the prevention, intervention, and response to reports of bullying, discrimination, and otherwise mean-spirited behavior in school.
- Coordinate the provision of annual training to all staff on the prevention, intervention, and response to bullying, discrimination, and otherwise mean-spirited behavior in school and on the prevention, intervention and response to youth suicide.
- Ensure that all students, parents, and school employees are notified annually of the process by which they can make reports of bullying.
- Works in closely coordinated efforts with members of school guidance teams including teachers, counselors, administrators, nurses, and psychologists.
- Provides referrals to appropriate in-district and community resources.
- Publicizes, promotes and provides information on prevention strategies and programs to staff and students.
- Assists in organizing, coordinating, conducting, and evaluating assigned special events, workshops, conferences and activities.
- Compiles information from a variety of sources for the purpose of identifying students that are having attendance or bullying problems.
- Assists district and school sites in student issues, such as truancy, suspension, chronic absenteeism and anti-bullying.
- Conducts home visits for the purpose of determining the causes of poor attendance, communication of truancy findings to parents, locating truant students, and/or counseling family on issues affecting student attendance.
- Interacts with community organizations (e.g. probation, police, social services, counseling agencies) for the purpose of assisting students and/or their families with issues that are a hindrance to participation in school.
- Other duties as assigned.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.