



## Columbia County School District Job Description

<b>Position Title:</b> Socio-Emotional Services Coordinator		
<b>Department:</b> Student Learning	<b>Evaluation Instrument:</b> GLEI	
<b>Pay Grade:</b> Administrative Salary Scale, Grade N	<b>Pay Type:</b> Salaried – Exempt	<b>Retirement:</b> TRS
<b>Contract Work Year:</b> 243 Days Per Year, 8 Hours Per Day		
<b>Reports to:</b> Associate Superintendent of Student Learning		

<b>MINIMUM QUALIFICATIONS</b>
Master’s Degree in Education, Counseling Social Work, Psychology or related field; minimum of five to seven years of related experience working with schools and or youth service organizations; three to five years of supervisory experience preferred.
<b>GOAL</b>
Contribute to the successful achievement of the Columbia County School District mission and major district priorities by supporting the effective organization and operations of the school environment to optimize student learning, instructional programs and related activities.
<b>REPRESENTATIVE DUTIES &amp; RESPONSIBILITIES</b>
<p><u>Wraparound Support Program</u></p> <ul style="list-style-type: none"> <li>• Seek new SEL partnerships with community resources based on schools’ need.</li> <li>• Assign district SEL partners to each school based on need.</li> <li>• Mediate any contractual or management issues between community partners and schools.</li> <li>• Initiate and review memorandums of understanding between district and SEL community partners.</li> <li>• Increase public awareness of services offered at schools.</li> <li>• Supervise the Wraparound Specialists (AmeriCorps VISTA members) within each high school in the on-going implementation of the Wraparound Support Program</li> <li>• Consult, monitor, and document for reporting purposes on the High School graduation coaches in their work with off-track students to collect student input and provide appropriate services and supports</li> <li>• Consult with the district’s School Social Workers and School Psychologists to develop and access local resources and provide direct student support</li> <li>• Seek financial support through grant applications and community resources.</li> <li>• Manage the district’s Title IV federal budget to be used for Wraparound Support Program and Social and Emotional learning curriculum and professional development</li> <li>• Coordinate the district’s school-based mental health program</li> </ul> <p><u>Social and Emotional Learning (SEL)</u></p> <ul style="list-style-type: none"> <li>• Direct, progress monitor, and continuously improve the implementation of district-offered and school-based social &amp; emotional supports</li> <li>• Provide input on district policies/procedures related to social and emotional learning, including the Student Code of Conduct, Evidence-based SEL curricula, and instructional approaches</li> <li>• Collaborate with the Department of Assessment and Student Learning Support Services and school staff to develop and implement a tiered approach to SEL as a part of a comprehensive MTSS behavior effort.</li> <li>• Collaborate with PBIS Specialist to ensure SEL is an integral part of the Tier I interventions</li> </ul>

- Collaborate with the district’s professional school counseling program for grades K-12 on the implementation of SEL within their classroom lessons and school-wide messaging
- Provide and monitor an on-going system of professional learning for all staff around SEL instruction and supports.

General Requirements

- Demonstrate the ability to collect, analyze and present data to drive innovation and improvement required
- Demonstrate the ability to lead and motivate others to achieve desired outcomes
- Exhibit highly effective communication skills and the ability to develop supportive consultative relationships with a wide range of district, Network and school leaders, classroom teachers, and other stakeholders
- Maintain deep knowledge of best practices in Multi-Tiered Systems of Support to meet students social and emotional needs
- Exhibit cultural competency and the ability to navigate and promote sensitivity with issues of race and equity

**IMPORTANT NOTES**

**ESSENTIAL DUTIES**

Job descriptions are designed and intended only to summarize the essential duties, responsibilities, qualifications, and requirements for the purpose of clarifying the general nature and scope of a position’s role as part of the overall organization. Job descriptions do not list all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job. Every employee has a duty to perform all assigned tasks. (An employee who is assigned a duty or task believed to be unlawful should report the assignment to the Chief Human Resources Officer.) It should also be noted the order of duties/ responsibilities as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

**MINIMUM REQUIREMENTS**

In filling a vacant position, preferred or required credentials regarding education, training, experience, and other bona fide occupational qualifications may be established. The credentials shown in this job description may be interpreted only as the minimum criteria existing at the time the description was developed. Other bona fide occupational qualifications and criteria may be utilized as needed in the selection process.

**Revised:** April 18, 2019