



Job Description

Position Title:	Coordinator – Restorative and Responsive Practices
Job Title:	Coordinator – Restorative and Responsive Practices
Function:	Program/Project Management
Family:	Program Management
Reports to:	School Counseling Director

Terms of Employment:					
Pay Grade:	E17	Minimum Salary: *	\$69,460	Mid-Point Salary:	\$84,391
*Salary is determined on directly related experience supported by a service record or experience affidavit. For more information on our pay policy, please refer to the Compensation Resource Manual . Annualized pay may be pro-rated based on actual start date.					
Minimum Work Days:	230	Type of Assignment:	Full-Time; Exempt	Contract Type:	Non-Chapter 21
Funding Source:	This position is grant funded.				

Job Scope

Uses significant independent judgment and familiarity of the field to perform work. May be responsible for administration of various moderate and high complexity departmental programs and may be the lead a group of employees. May develop policies and procedures and oversee the implementation and execution of them.

Position Summary

The Program Coordinator is responsible for coordination and assessment of activities involved in delivering one or more effective programs for district initiatives. Activities cross a wide array of elements to include the planning, design, coordination, implementation and monitoring of new or existing district initiatives/programs. Provides direct and ongoing leadership to District and school personnel through participation in consultation, collaboration, professional learning activities, staff evaluation/assessment process, and curriculum planning and development of district strategies and programs. Manages the delivery of related services by vendors. Directs and maintains data collection for assessment of program effectiveness. Establishes and maintains partnerships with external organizations, governmental agencies, and other stakeholders; and serves as a liaison to both internal and external parties on a variety of issues.

The coordinator will have a solid understanding of the role of equity and psychologically safe and responsive classroom environments to plan, design, and implement climate/social-emotional support pathways and embed Social Emotional Behavior Supports (SEBS) and Restorative Practices into the instructional core in support of whole child development and positive academic outcomes. The coordinator will collaborate to plan, design, and lead professional learning opportunities for campus and district staff implementing district adopted SEAD competencies, SEL curriculum, school climate strategies and resources, and adult self-care. This role requires strong collaboration with curriculum and instruction, student and academic support services, disability services, and additional district partner leaders (external and internal).

Essential Functions / Key Responsibilities



Job Description

1. Oversees, coordinates, monitors, and evaluates the activities and/or programs in the assigned area of specialization. Monitors the implementation of new and existing programs and initiatives designed to address the needs of the district and/or students; ensures adherence to mandated guidelines governing the activities or program(s).
2. Serves in a liaison capacity; establishes and maintains partnerships with various external organizations, and governmental agencies; interacts and works collaboratively with other departments within the District.
3. Determines and acquires data required to accurately evaluate program performance and effectiveness; utilizes data to report on program results, identify trends and make recommendations for improvement or new district/ curriculum initiatives.
4. Develops training and other materials necessary to effectively support programs such as resources, material and training to stakeholders and program recipients.
5. Participates in the development of grant requests and proposals, as appropriate.
6. Develops and revises policies, regulations, curriculum, manual and other materials related to the assigned program.
7. Performs other related duties as assigned within the appropriate skill and experience capabilities expected for this position under general supervision.

Minimum Requirements

- Bachelor's Degree from an accredited college or university or 4 years of equivalent experience
- 3+ years of progressive experience in program coordination or related field.
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee

Preferred Qualifications

- Master's Degree from accredited college or university
- Principal Certification
- 5+ years of progressive experience in program coordination or related field.

Knowledge, Skills & Abilities

- Demonstrated knowledge of effective practices and emerging trends in Social Emotional Behavior Supports to include equity, social and emotional wellness, Trauma Informed Care and Adverse Childhood Experiences (ACES), Positive Behavior Intervention Systems (PBIS), and Multi-Tiered Systems of Support (MTSS)
- Proven ability to analyze moderately complex data from multiple sources to design, implement, monitor, and evaluate successful SEBS programs
- Demonstrated ability to establish effective working relationships both within and outside of the organization including staff, parents, students, government agencies, and community
- Excellent project management skills
- Experience with large datasets and analysis
- Demonstrated written and oral communication skills including use of collaborative platforms
- Effective written and oral presentation skills
- Proven ability to effectively plan, prioritize, organize, and schedule work to meet established deadlines and goals



Job Description

- Proven ability to manage resources and personnel
- Solid knowledge of local, state, and federal policies and procedures as pertains to grant program administration
- Proven ability to develop and deliver professional learning
- Excellent organizational, communication and interpersonal skills
- Demonstrated budget management and reporting capabilities
- Thorough understanding of the Collaborative for Academic and Social Emotional Learning (CASEL) framework and the Aspen Institute's National Commission on Social, Emotional, and Academic Development.
- Solid knowledge of state curriculum (TEKS) for core content and technology applications
- Demonstrated knowledge of current K-12 STEM education methodologies
- Proven ability to recognize sensitive issues and maintain confidentiality
- Demonstrated knowledge of cultural diversity and inclusivity as related to student performance and instructional methodology
- Solid knowledge and skills using productivity tools (Microsoft Office Suite, Excel & Google)

Working Conditions

Work Environment:

- Computer, computer software programs and peripherals, teacher resource materials and equipment, copier, fax, and other equipment applicable to position.
- Frequent exposure to temperature extremes (hot and cold), humidity extremes, noise. Occasional exposure to biological hazards (communicable diseases, bacteria, insects, mold, fungi, etc).

Physical Demands/Requirements:

- Maintain emotional control under stress; work with frequent interruptions/deadlines and prolonged or irregular hours; Frequent walking, standing, stooping, bending, pulling and pushing; Occasional: Lifting and carrying 10-25 pounds frequently, 25-40 pounds occasionally, more than 45 pounds infrequently with assistance; Pushing/pulling 10-35 pounds sporadically; May be required under specific circumstances to provide physical restraint of students in danger of causing harm to themselves or others; Frequent districtwide and occasional statewide travel.

Supervisory Responsibilities / Direct Reports

- None

San Antonio ISD is committed to non-discrimination on the basis of race, color, ethnicity, culture, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, appearance, immigration/citizenship status, home language, socioeconomic status, or disability in its educational programs, services, and District business functions.

Information on persons designated to handle inquiries regarding non-discrimination policies can be found within SAISD Board Policies DIA(EXHIBIT) or FFH(EXHIBIT), available online at: <https://pol.tasb.org/PolicyOnline?key=176>.

San Antonio ISD está comprometido a no discriminar por motivos de raza, color, origen étnico, cultura, religión, origen nacional, edad, sexo, identidad sexual, expresión de género, orientación sexual, apariencia, estado



Job Description

inmigratorio/de ciudadanía, idioma natal, estado socioeconómico o discapacidad en sus programas educativos, servicios y funciones de negocios del Distrito.

La información sobre las personas designadas para manejar consultas sobre las políticas de no discriminación se encuentra bajo las Políticas de la Junta Directiva DIA (Prueba documental) o FFH (Prueba documental) de SAISD, disponible en línea bajo: <https://pol.tasb.org/PolicyOnline?key=176>

Employee Printed Name:

Date:

Employee Signature: