



Student Supports Coordinator

JOB DESCRIPTION

EMPLOYMENT CATEGORY:	Special Projects (Grant Funded)		
RESPONSIBLE TO:	Site High School Principal & Superintendent		
DATES:	July to June of Each Fiscal Year		
FTE:	1:00		
LOCATION:	ACE Charter High School 1929 N. Stone Avenue Tucson, Arizona 85705	AND	YouthWorks Charter High School 1915 E. 36 th Street Tucson, Arizona 85713

POSITION SUMMARY:

The Student Supports Coordinator (SSC) divides their time between providing students with guidance and support through the Multi-Tiered Systems of Support (MTSS), administrative duties, and community engagement activities. The SSC will assist in all matters pertaining to the development and implementation of a consistent **Multi-Tiered System of Supports (MTSS)** model of tiered intervention processes and procedures across the school, and provide support to classroom teachers with the **Response to Intervention (RTI)** and the **Universal Design for Learning (UDL)** processes. The SSC will work closely with College and Career Readiness Advisor (CCRA) to assist students with developing progress toward graduation, academic and career transition, academic intervention and dropout prevention. The SSC will work directly with the school Principal to build relationships with school staff and community partners for engaging families and community residents. The SSC must be available to students who need additional support with academic coursework, **Social Emotional Learning (SEL)**, or other issues that might emerge during the school year, in order to provide a supportive environment where students are able to succeed academically and personally.

ESSENTIAL FUNCTIONS:

The list of essential functions is not exhaustive and may be supplemented.

- Implement and sustain a schoolwide process using the **Multi-Tiered System of Supports (MTSS)** model
- Identify and facilitate processes for universal screening in order to identify students needing additional support
- Collect, manage, analyze and disseminate student data (academic, behavioral, social emotional and others)
- Assist teachers in developing and implementing classroom-based appropriate interventions to students to enhance their acquisition of academic, social/emotional and cognitive skills (**Response to Intervention or RTI**)
- Counsel students regarding education issues, such as course and program selection, class scheduling and registration, school adjustment, truancy, study habits, and career planning
- Counsel students to help them overcome personal, social, or behavioral problems effecting their educational and vocational situations (**Social Emotional Learning or SEL**)

- Confer with parents or guardians, teachers, administrators, and other professionals to discuss student's progress; resolve behavioral, academic, and other problems; and determine priorities for students and their resources needed
- Collaborate with teachers in the implementation of the **Multi-Tiered System of Supports (MTSS)** and the **Universal Design for Learning (UDL)** for student success
- Evaluate students' abilities, interests, and personality characteristics, using tests, records, interviews, or professional sources
- Engage with students and their families to identify needs and connect with appropriate community partners to meet those needs
- Assist individuals and families in utilizing new and existing community and government services to remove barriers and improve conditions of learning
- Develop and maintain collaborative, cooperative relationships with community partners to expand the resources available to individuals and families
- Identify cases of domestic abuse or other family problems and encourage students or parents to seek additional assistance from mental health professionals
- Other duties as assigned by the Principal

REQUIRED QUALIFICATIONS:

- Knowledge of and Experience with Implementation of the **Multi-Tiered System of Supports (MTSS)** model
- Knowledge of and Experience with Implementation of the **Response to Intervention (RTI)** process
- Knowledge of and Experience with Implementation of **Social Emotional Learning (SEL)**
- Knowledge of and Experience with the **Universal Design for Learning (UDL)** model
- Bachelor's degree in education or a closely related field
- At least one-year experience in working with non-traditional/alternative high school age youth
- Demonstrated ability to work effectively with ethnic, academic, and developmental diversity
- Possess a valid and current Arizona IVP Finger Print Clearance Card

PREFERRED QUALIFICATIONS:

- Bilingual
- Master's degree in education or a closely related field