

## Gridley Unified School District Job Description

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JOB TITLE: **Tier 2 Social-Emotional Learning (SEL) Coordinator**    UNIT: Classified  
SALARY RANGE: 2    LOCATION: School Site  
REPORTS TO: Site Administrator or designee    BOARD APPROVED: 03/18/2026

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**SUMMARY:** The Tier 2 Social-Emotional Learning (SEL) Coordinator is a key member of the school's support team, responsible for implementing and coordinating social-emotional learning interventions at the Tier 2 level while providing general counseling assistance. Under general supervision, this role provides early interventions, emotional, behavioral, and academic support to identified students individually or in groups. The Coordinator facilitates classroom and school-wide lessons in social-emotional learning, character education, and conflict resolution, while also designing targeted small-group interventions for students requiring additional assistance.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

#### Assessment, Data Monitoring and Progress Tracking

- Collaborate with grade-level teams, School Counselor, and MTSS Tier 2 Team to conduct assessments and screenings to identify students who may benefit from Tier 2 SEL interventions.
- Assist in screening and assessing students, evaluating student progress in a wide variety of skills.
- Establish a systematic process for monitoring the progress of students participating in Tier 2 SEL interventions.
- Regularly collect and analyze data to assess the effectiveness of interventions and make data-driven adjustments as needed.
- Report progress regarding student performance and behavior to relevant stakeholders.

#### Intervention Planning and Implementation

- Develop and implement Tier 2 social-emotional learning interventions for small groups of students.
- Design and deliver targeted lessons and activities to address specific social and emotional skill deficits.
- Facilitate classroom and school-wide lessons and activities in social and emotional learning, character education, conflict resolution, and bullying prevention.
- Assist students in developing self-help and social skills.
- Collaborate with teachers to integrate SEL strategies into the classroom setting.

#### Collaboration and Communication

- Report to, collaborate with, and assist school counselors with daily activities.
- Establish positive relations with children and families, and achieve goals jointly established by site leadership, counselors, and referring teachers.
- Communicate all matters of importance to the site administrator, counselor, or designee.
- Work closely with teachers, counselors, and administrators to align Tier 2 SEL interventions with the overall school climate and culture.
- Collaborate with the Tier 1 SEL team to ensure a seamless integration of Tier 2 supports within the broader SEL framework.

#### Parent and Guardian Engagement

- Communicate with parents as needed, including assisting them with accessing resources, scheduling appointments, and providing updates regarding student progress.
- Communicate effectively with parents and guardians to provide information about Tier 2 SEL interventions and support.
- Conduct workshops or informational sessions to involve families in reinforcing SEL skills at home.

#### Administrative and Professional Responsibilities

- Maintain accurate records of students participating in Tier 2 SEL interventions and service logs.
- Generate reports on the effectiveness of interventions, presenting findings to relevant stakeholders.
- Participate in ongoing district training, staff meetings, and in-service activities as assigned.
- Provide training and professional development opportunities for school staff related to Tier 2 SEL strategies and interventions.
- Stay informed about current research and best practices in SEL to enhance the quality of interventions.

#### Other

- Cooperates and communicates with other school staff, public, parents, and students to promote a positive school climate.
- Maintains sanitary personal habits and a clean, neat appearance.
- Other related duties as assigned.

**QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE:** High school diploma or general education degree (GED); and possess an Associate's degree, or complete 48 semester units of college study, or pass a local assessment demonstrating knowledge in reading, writing, and mathematics instruction. An Associate's degree in education, counseling, psychology, or a related field preferred. One (1) to three (3) months related experience and/or training, or experience in implementing social-emotional learning programs or interventions is preferred.

**CERTIFICATES, LICENSES, REGISTRATIONS:** First Aid /CPR Certificates may be required.

**LANGUAGE SKILLS:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to effectively present information in one-on-one and small group situations to students, co-workers, parents, and other employees of the organization. Knowledge of rules governing correct grammar, spelling, and punctuation. Bilingual ability may be required.

**MATHEMATICAL SKILLS:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent.

**REASONING ABILITY:** Ability to apply common sense understanding to carry instructions furnished in written, oral, diagram or schedule form. Ability to deal with problems involving a few known variables in routine situations.

**OTHER SKILLS AND ABILITIES:** Ability to communicate and interact with staff, students, parents, and others in an open, friendly, business-like manner. Must have a strong understanding of child development, social-emotional development, and behavioral interventions as well as the Positive Behavioral Interventions and Supports (PBIS) framework. Knowledge of special needs, problems, and requirements of students with social and emotional struggles, including cultural and physical differences. Ability to assist certificated staff with instruction and related activities, including basic subjects such as mathematics, grammar, and reading. Basic computer skills and knowledge of modern office methods, practices, and equipment. Due to the busy nature of a school site, the employee must be able to routinely work well under pressure and remain calm and tactful with students and staff.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently is required to sit, stand, walk, and reach with both hands and arms, talk, hear, and listen. The employee is occasionally required to climb, stoop, kneel, and crouch or crawl.

The employee must occasionally lift and/or move up to 25 pounds. However, while lifting amounts above 25 lbs. a partner must be used. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision depth perception and the ability to adjust focus.

**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 quite to moderate. The employee occasionally works in outside weather conditions and is occasionally exposed to wet and/or humid conditions.