

SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT (SEAD) COORDINATOR**DEFINITION:**

Under the general direction of the Director of Social and Emotional Learning (SEL) and Equity and the Director of Behavior Intervention and Student Services the Social, Emotional, and Academic Development (SEAD) Coordinator will assist in the development, expansion, and coordination to support successful SEL implementation District-wide for Preschool- Adult Education, Special Education, and Alternative Education students.

The SEAD Coordinator will help to ensure that students receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. The SEAD Coordinator will establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff and departments, the community, and multi-faceted public and private agencies.

QUALIFICATIONS:

Experience: A minimum of 3 years of relevant professional experience, preferred experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building capacity of adults, leadership development, and coaching; experience in educational counseling, developing school culture and climate, and developing social emotional skills.

Education: Master's Degree in a related field; possession of a California Administrative Credential; possession of a valid California Teaching Credential or California Pupil Personnel Services Credential

Other: A valid California Driver license

DISTINGUISHING CHARACTERISTICS:

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement District-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Social and Emotional Learning and Equity, and the Director of Behavior Intervention and Student Services, the incumbent will:

- Work closely with administration staff, and School Climate Facilitators to maintain and build upon current Positive Behavioral Interventions and Supports (PBIS) and Restorative Practice efforts and advance the District's vision for positive behavior support and improved social behavior outcomes for all students.
- Assist school sites in assessing current practices and policies for consistency with prevention objectives aligned to healthy child development principles.
- Participate in committees related to attendance, dropout prevention, and recovery of students.
- Collaborate with school leadership and District personnel in the development of incentive programs for increasing student attendance.
- Contribute to and help coordinate programs designed to facilitate the re-entry of students who have dropped out of the educational system, and those who are at-risk for school failure due to academic, social, or behavioral issues.
- Coordinate the process of identification of students with social, emotional, and academic problems which tend to interfere with satisfactory school adjustment to assist students to stay in school on target to graduate and demonstrate the character and competencies for workplace success.
- 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.
- Work in closely coordinated efforts with members of school guidance teams including teachers, counselors, administrators, nurses, mental health specialists, behaviorists, and psychologists.
- Assist with system wide crisis intervention and general education mental health integration.
- Coordinate prevention, intervention, and response to youth suicide and self-harm.
- As part of a team, design, coordinate, and deliver professional learning related to mental health issues and services to members of the educational team, parents, and students.
- Work with Special Education and General Education on the adaptation of the school environment to meet the educational needs of students.
- Foster a climate of ownership of all students and promote and support inclusive education at all schools.
- Provide training and support on facilitating communicative and social interactions with peers with and without disabilities.

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- Interview, assign, supervise, evaluate and coordinate the initial and on-going training as needed for classified and certificated staff including Mental Health Instructional Aides and Behavior Support Aides.
- Provide expertise on inclusion and collaborate and consult with special education teachers, general education teachers, Instructional Aides, Mental Health Aides, and Behavior Support Aides regarding curriculum modifications and accommodations for students with disabilities, and implementation of positive behavior supports.
- Design and implement professional workshops and in-services using research-based learning experiences that cultivate core social and emotional competencies to support the SEL curriculum.
- Present SEL lessons to whole classes and small groups of students in accordance with the curriculum identified by the District.
- Collaborate with the Director of SEL and Equity to provide SEL and Equity education and workshops for parents and the community.
- Collaborate with the District's Curriculum and Instruction team to build knowledge and capacity of staff and schools to organize systemic, District-wide, high quality implementation of SEL and Equity programs and approaches to ensure that teacher classroom approaches are reflective of best practices around SEL and Equity.

KNOWLEDGE:

- California Education Code
- California's SEL Guiding Principles
- Educational equity
- SEL research, evaluation, strategies, theories, techniques, and methods of instruction
- Education Code, District policies, District goals, District procedures, and state and federal regulations related to special education including the ability to interpret and apply rules, regulations, and standards to public school leadership and communication styles to address and meet the needs of various school and community stakeholders
- Personnel practices and interpersonal relations

ABILITIES AND SKILLS:

- Verbal and written communication skills
- Planning and organizational techniques

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 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.