

RIVER DELTA UNIFIED SCHOOL DISTRICT
SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT (SEAD) COORDINATOR

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

DEFINITION

Under the general direction of the Director of Special Education and Chief Educational Services officer, 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.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Director of Special Education and Chief Educational Services Officer.

ESSENTIAL FUNCTIONS -- *Essential and other important responsibilities and duties may include, but are not limited to, the following:*

Essential Functions:

1. Work closely with administration and school staff 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.
2. Assist school sites in assessing current practices and policies for consistency with prevention objectives aligned to healthy child development principles.
3. Participate in committees related to attendance, dropout, prevention, and recovery of students.
4. Collaborate with school leadership and District personnel in the development of incentive programs for increasing student attendance.
5. Contribute to and 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, and behavioral issues.
6. 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 on school on target to graduate and demonstrate the character and competencies for workplace success.
7. Coordinate the provisional and annual training to all staff on the prevention, intervention, and response to bullying, discrimination, and other mean-spirited behavior in school.
8. Work in closely coordinated efforts with members of school guidance teams including teachers, counselors, and administrators, nurse, mental health specialist, behaviorists and psychologist.
9. Plan, coordinate and act as primary point of contact for district-wide crisis intervention, both for systematic planning purposes and in the moment crisis situations regarding student and/or staff mental health.
10. Coordinate prevention, intervention, and response to youth suicide and self-harm.
11. 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 student.

12. Work with Special Education and General Education on the adaptation of the school environment to meet the educational needs of students.
13. Foster a climate of ownership of all students and promote and support inclusive education at all schools.
14. Provide training and support on facilitating and communicative and social interactions with peers with and without disabilities.
15. Interview, assign, supervise, evaluate and coordinate the initial and on-going training as needed for classified and certified staff including Instructional Aides, Behavior Support Staff, and Mental Health/Counseling Staff.
16. Provide expertise on inclusion and collaborate and consult with special education teachers, general education teachers, Instructional Aides, Mental/Counseling Staff and Behavior Support Personnel, regarding curriculum modifications and accommodations for students with disabilities, and implementation of positive behavior support.
17. 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.
18. Present SEL lessons to whole classes and small groups of students in accordance with the curriculum identified by the district.
19. Collaborate with the Director of Special Education to provide SEL and equity education and workshops for parents and the community.
20. Collaborate with the Districts 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.

QUALIFICATIONS

Knowledge of:

California Education code

California's SEL Guiding Principles

Education equity

SEL research, evaluation, strategies, theories, techniques, and methods of instruction

Education Code, District goals, District procedures, 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.

Ability to:

Manage, direct, and coordinate the work of lower-level staff.

Recommend and implement goals and objectives for providing various intervention programs and activities

Interpret and explain district policies and procedures

Planning and organizational techniques

Communicate clearly and concisely, both orally and in writing.

Maintain physical condition appropriate to the performance of assigned duties and responsibilities

Maintain effective audio-visual discrimination and perception needed for successful job performance

Maintain effective mental capacity which allows for effective interaction and communication with others

DISTINGUISHING CHARACTERISTICS:

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

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

A minimum of three 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.

License or Credential:

Possession of a California Administrative Credential; possession of a valid California Teaching Credential or California Pupil Services Credential.

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 printer 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 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.

Administrative Salary Schedule

Same Column as Psychologists & Social Worker

