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## **BRIEF DESCRIPTION OF POSITION**

Under the supervision of the Assistant Superintendent Educational Services, plans and directs the wellness and inclusion programs of the District. Fulfills the wellness and inclusion needs of the District by partnering with stakeholders to create instructional environments that support academic rigor, access, mental wellness, cultural relevance, and relationships that ignite the potential of each and every student as the norm; works to build the capacity of leaders to create inclusive environments that honor every student's ability, race, ethnicity, gender, socioeconomic status, language, and sexual orientation; develops and implements Districtwide education, outreach and training initiatives to promote and sustain a climate of diversity, inclusion, equity and respect; monitors and reviews policies and procedures as implemented by the Board of Trustees for equity relative to the District's students, parents/guardians, facility, staff and community., coordinates and interprets the curriculum through appropriate district office staff and school principals. All of these responsibilities will be met through the lens of equity.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **A. Wellness**

1. Partners with the District's Student Support Services Department including the development of Multi-Tiered Systems of Support and bias free student discipline policies and partnerships with public agencies.
2. Supports the education of students who are pregnant and parenting as well as those students experiencing housing insecurity/homelessness, placement in Foster Care and other socioeconomic challenges via educational initiatives, partnership with community-based resources and family support services.
3. Develops mental health supports at the District and School Site including, but not limited to: individual/family/parenting supports to address anxiety, grief, depression, social-relational issues, behavioral issues, trauma, etc., through the lens of equity.
4. Provides social emotional supports through evidenced based curriculum.
5. Creates staff development for the identification of early warning signs, referral process, prevention strategies, mental health crisis intervention, etc.
6. Presents information on a variety of topics (e.g. current best practices, methods, guidelines, Board goals, etc.) for the purpose of conveying information and/or recommendations regarding student, family, and staff wellness.

### **B. Inclusion**

1. Supervises and directs activities of the Special Education Department building capacity within a college and career readiness culture for ALL students; supported by students' Individual Education Plans.
2. Creates instructional environments that support academic rigor, access, cultural relevance, and relationships that ignite the potential of each and every student.
3. Provides comprehensive, integrated, culturally aligned services that support the academic achievements of all students.
4. Implements solutions in the classrooms, for teachers, and across education communities in order to provide the opportunity of a quality education for each and every student; transforms the culture, behaviors, and practices within the District to empower all students to learn, achieve, and succeed in our global society; serves our diverse student body by ensuring the creation and promotion of a more inclusive culture in which differences are valued and celebrated.

5. Develops and implements cultural competence training to all stakeholders; provides staff with appropriate strategies/interventions to meet the needs of all students; administers instructional professional development programs for improving teacher quality.
6. Stays up to date with current equity work through professional development opportunities.

D. Other

1. Leads the district LCAP (Local Control Accountability Plan) process, including the alignment of applicable fiscal and human resources to the LCAP goals, gathering stakeholder input and ensuring all LCAP services are aligned to the district board goals, as related to the provision of strategic supports for students to close the achievement gap.
2. Provides leadership in reviewing and revising those Board policies related to wellness, inclusion, and student programs.
3. Provides input and recommendations related to the special education program and student program goals to the district negotiations process.
4. Ability to use technology to bring new innovations and ways for the district to continue to update its system, and to keep current on best practices for online instruction.
5. Other duties as assigned.

**REQUIREMENTS**

- WORK YEAR:** Certificated Management Work Year
- CREDENTIAL:** Current valid teaching credential or pupil personnel services credential; current valid administrative credential.
- EDUCATION:** Master's degree or equivalent.
- EXPERIENCE:** Three years successful experience as a certificated teacher or in other certificated support credential service (required), Five years preferred; Successful experience as a school site administrator (preferred); Extensive experience working with diverse student populations and communities supporting equity work; Experience providing Professional Learning (preferred); Experience as an Instructional Coach or BTSA Support Provider (preferred)
- OTHER:** Bilingual in Spanish (strongly preferred). Knowledge of Mixteco, Tagalog, and other world languages (preferred)
- SALARY:** Certificated Management Salary Schedule
- BENEFITS:** Medical (employee contribution), 100% dental, vision and life insurance; Doctoral Stipend