

JOB DESCRIPTION
San Diego County Office of Education
(Classified Management)

Executive Director, Whole Child and Community Design

Purpose Statement

The Whole Child and Community Design department supports districts and schools to transform existing systems that limit whole child health and community well-being by eliminating existing barriers and creating new opportunities to thrive. The job of Executive Director is responsible for developing interest and coordinating services related to community school strategies, and will support LEAs to implement community school initiatives, including generating new opportunities for children and their families to gain economic security; will coordinate guidance, and technical assistance on integrating systems of support such as, restorative practices, and the Positive Behavioral Interventions and Supports (PBIS) process to school districts, charter schools, and internal and external stakeholders.

Diversity Statement:

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

Essential Functions:

- Leads implementation of community schools initiatives in alignment with the SDCOE mission and priorities, to provide a continuum of integrated and coordinated services for students, families, and school communities.
- Facilitates the expansion of partnerships, serves as a liaison connecting school districts with county agencies, community-based organizations, institutions of higher education and other resources to continuously strengthen and improve the community schools model and framework.
- Supports school districts to develop and increase capacity, seeks solutions for funding and sustaining the community schools initiative throughout the county and the state.
- Works strategically with key San Diego County departments, local city services as appropriate, community-based organizations, businesses and SDCOE staff to build partnerships and a network of high-quality resources.
- Provides outreach and consultation to school districts to increase awareness about community schools as an evidence-based school improvement framework.
- Aligns and integrates current systems of support such as restorative practices, positive behavior interventions and supports to the community schools strategy.
- Provides training and technical assistance to ensure cultural and linguistic appropriateness of services, programs, and communication efforts.
- Supports development and continuous improvement of school-community needs and assets.
- Utilizes assessment tools and practices to gauge readiness, support planning, and drive effective community school implementation processes.
- Provides guidance and technical assistance to school districts throughout the process of development and sustaining a community school.
- Establishes and maintains a community of practice for community school leaders.

- Represents SDCOE in various public forums as needed and participate in advocacy activities to promote the community school strategy.
- Uses resource mapping methodology to identify assets and resources that can be used to build and sustain community schools.
- Maintains a robust resource network of high-quality programs and services available to schools; resources can include but are not limited to expanded learning opportunities, health services, mental health services, parent/family engagement, and direct material assistance.
- Monitors progress of schools in the development and expansion of community schools.
- Reviews progress and analyzes data to report on outcomes of the community school initiative in San Diego County.
- Collaborates with SDCOE staff to leverage internal and external resources for schools.
- Supervises and evaluates the work of assigned staff.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Knowledge and Abilities

KNOWLEDGE OF:

Community school frameworks to support identified needs as indicated by the Local Control and Accountability Plan, California Dashboard, and other sources;

School climate and student health and wellness systems, practices, interventions and theories;

Multi-tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), whole child educational programs, and restorative justice frameworks and processes;

Education Code, state, and county office policies and procedures related to instructional programs and curriculum;

Major trends, methods, best practices, and publications in the field of MTSS, PBIS, and whole-child education, including academic, behavioral and social- emotional components;

Community resources and public agencies;

Principles of negotiation/arbitration;

Stages of child development.

ABILITY TO:

Promote a human-centered culture that elevates the strengths of others creating a sense of belongingness;

Utilize a community school framework from a strengths-based, solution-focused perspective;

Review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions;

Analyze situations to define issues and draw conclusions;

Schedule a number of activities, meetings, and/or events;

Practice cultural competency while working collaboratively with diverse groups and individuals;

Problem solve utilizing data to recommend action plans;

Establish and maintain effective working relationships;

Meet deadlines and schedules;

Work with multiple projects, frequent interruptions, and changing work priorities;

Maintain confidentiality;

Initiate, plan, direct and evaluate the development of training, staff development and conferences for county, school district, and charter school staff;

Identify, promote, and implement resources for school improvement.

Working Environment

ENVIRONMENT:

Duties are typically performed in an office setting.

May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires extended periods of time sitting, walking, and standing. This job is performed in a generally clean and healthy environment. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Travels as required in conducting course of business statewide, regionally, and locally.

Education and Experience

Education: A Master's degree in education, education administration, counseling, social work, social services, or closely related field; and

Experience: Five (5) years of professional experience providing leadership in an educational or community-based partnership setting related to student services and support. Experience developing and supporting the integration of partnerships and resources for school transformational efforts such as the Community Schools strategy, Multi-tiered Systems of Support (MTSS) or related practice programs is required; Experience providing professional development for educators strongly preferred.

Equivalency: A combination of education and experience equivalent to a Master's degree in education, education administration, counseling, social work, social services, or closely related field; and five (5) years of professional experience providing leadership in an educational or community-based partnership setting related to student services and support. Experience developing and supporting the integration of partnerships and resources for school transformational efforts such as the Community Schools strategy, Multi-tiered Systems of Support (MTSS) or related practice programs is required.

Required Testing

N/A

Certificates, Licenses, Credentials

Valid CA Driver's License

Continuing Educ./Training

N/A

Clearances

Criminal Justice Fingerprint/Background
Clearance

Physical examination including drug screen

Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade: Classified Management, Grade 056

Personnel Commission Approved: **Oct. 19, 2022**