



Lompoc Unified School District
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Lompoc, CA 93436
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Title: Program Specialist – Social Emotional Learning (SEL)

Reports to: Director, Pupil Support Services or Designee

Work Year: 195 days

Benefits: Eligible to participate in district medical, dental and vision insurance.

Purpose of Position: Under the immediate direction of the Director, Pupil Support Services, The SEL Program Specialist will lead the planning, continuous improvement, and implementation of Positive Behavior Interventions and Supports and Social & Emotional Learning (PBIS-SEL) to support all schools in the development of positive school climate, SEL integration into core instruction, prosocial behavior support, social and emotional skills development, restorative practices, and behavioral interventions processes. This position will report to the Director of Pupil Support Services, and will work closely with school principals, PBIS leads, counselors, and social workers to provide strategic planning, professional learning, coaching, and technical assistance to all schools, including:

- Leading the development of PBIS systems and structures,
- Providing prioritized support to schools that need additional support
- Ensuring that schools and other network staff can integrate the social, emotional, and academic needs of their students into instructional design, school management and tiered intervention processes.
- Participating in, or leading, a professional learning community (PLC) with student services staff for professional development, consultation, and lesson development

Employment Status: 1.0 Full Time Equivalent

Essential Functions:

1) Coach School Leaders/Teams in PBIS systems and Social & Emotional Support:

- Conduct on-site school visits to assess climate and culture in order to provide recommendations and further support to administrators and teachers
- Mentor school administrators to support effective leadership at the intersection of social/emotional, behavior, and academic and equity pedagogical work
- Support schools in developing PBIS-SEL systems and teams around school climate, teaching all students social & emotional competencies, and connecting students to appropriate interventions
- Collaborate with school teams such as PBIS and SEL and assist with strategic planning to ensure better student outcomes
- In schools with higher needs, provide intensive coaching - including meeting regularly with PBIS and SEL teams and administration to analyze discipline and climate data
- Ensure schools develop strong systems to regularly review attendance data and plan targeted student interventions accordingly (e.g., developing attendance teams)
- Consult with administrators on matters relating to attendance, misconduct, and incidents and look for trends in order to assist schools in managing these issues in a proactive manner
- Provide implementation support and technical assistance to schools trained in key PBIS strategies

- Connect schools to SEL-related community partners, resources, tools, professional development, etc.
- Advise Leadership Teams within the schools on various management issues and provide advice and guidance on pertinent Board policies and procedures
- Advise and assist schools in administering the PBIS to provide consistent and equitable application of PBIS throughout the district and support the use of behavior interventions
- Provide general technical assistance to schools on data analysis for attendance, climate improvement, behavior
- Connect schools to community resources necessary to support schools and/or students with more targeted or intensive supports

2) SEL Integration

- Support schools with the cyclical development and practice of universal SEL screening tools
- Integrate school climate, social emotional learning (SEL) and behavioral intervention strategies in school professional development, PLC activities, assessments, walk-throughs and principal meetings;
- Ensure integration of SEL and positive behavior supports with district priorities;

3) Guide Schools in the planning, implementation, and continuous improvement of district-supported SEL strategies:

- Monitor schools' attendance and discipline data in order to support truancy interventions, suspensions reduction efforts, and expulsion alternatives
- Integrate school climate, SEL, and behavioral intervention strategies in school PD, PLC activities, assessments, walk-throughs, and principal meetings
- Support schools in providing feedback on SEL related goals and action items and progress monitoring of those efforts
- Ensure integration of SEL and behavioral supports with district priorities,
- Provide regular communication to connect school leaders to SEL support and resources

4) Lead Effective Professional Learning:

- Support new student support staff with coaching to improve job effectiveness
- In partnership with the district office, coordinate initial professional development and ongoing professional learning communities across schools to support the implementation of evidence-based SEL and behavioral supports
- Support in the development and implementation of school-level professional learning plans on topics aligned to supportive school plans
- Provide and/or connect schools to on-site staff PD in schools identified by need and/or commitment
- Support and lead district-wide PBIS- and SEL-related professional learning

5) Consult on Behavior Incident Responses and Crisis:

- Regularly review and problem-solve around disaggregated discipline data
- When individual student social, emotional, and/or behavior issues arise, consult with school staff on prevention, de-escalation, and intervention strategies, and identify opportunities for minimizing or addressing behavior issues in the future
- Support services for students transitioning into schools from juvenile justice, residential placement, or other prolonged absence

Working Conditions and Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and function of the job.

- Use strength to lift items needed to perform the functions of the job not exceeding forty (40) pounds.
- Sit, stand and walk for required periods of time.
- Speak and hear.

- Have the mobility to stand, stoop, reach and bend.
- Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
- Communicate effectively in English, using proper grammar and vocabulary.
- Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.
- Be available to work evenings and weekends and attend periodic meetings and/or travel within and out of the District boundaries.

Environmental Demands:

- Exposure to a variety of childhood and adult diseases and illnesses.
- Occasional exposure to a variety of weather conditions and noise levels.
- Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.

Personal Knowledge, Skills, and Abilities:

- Deep knowledge of evidence-based and promising equity-focused, trauma-engaged practices for developing students’ social and emotional competencies, building relationships between school stakeholders, and increasing student engagement.
- Expertise in practices in school climate and SEL supports
- Strong communication skills (speaking - including presentations - listening, and writing)
- Ability to build collaborative relationships with a variety of constituent groups, including external partners, to ensure the entire system operates in the most effective manner possible to support schools and students
- Strong leadership and team-building skills, e.g. ability to develop high performing teams united around a clear vision for serving schools and achieving student success
- Effective strategic planning capabilities, including the ability to establish long-term vision and goals, and align/manage activities toward goal fulfillment
- Expertise in guiding the analysis of data and data-based inquiry to ensure improvement in professional practice
- Experience using data to drive critical conversations and continuous improvement among peer and non-peer colleague groups
- Ability to define problems, analyze data, and outline valid conclusions and action steps
- Experience providing consultation and technical assistance to peer and non-peer audiences
- Ability to coordinate and collaborate with diverse groups of professionals across multiple departments and organizations to achieve unified, consistent practices
- Experience coordinating and delivering professional development for a variety of internal and external stakeholders
- Skilled multi-tasker and excellent time manager; ability to effectively achieve multiple goals and manage multiple projects simultaneously.
- Passion and urgency for the critical role of SEL/School Climate in improving the lives of students and families in Lompoc.

Ability to:

- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Prioritize work to meet schedules and timelines.
- Effectively plan, organize and implement appropriate support services.

- Exercise judgment and discretion in dealing with confidential matters.
- Work independently with little direction.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.

Education, Training and Experience:

- Bachelor’s degree from an accredited college or university
- Master’s degree from an accredited college or university in Education, Social Work, Psychology, Counseling, or a related field is preferred
- Minimum of five (5) years of relevant professional experience, including the following, is required:
 - Experience developing and facilitating professional learning
 - Experience providing coaching and technical assistance to peer and non-peer audiences
 - Experience planning, implementing, and progress-monitoring complex projects
 - Experience in a classroom teaching position, and/or working in or with an urban education system with a focus on social, emotional, and behavioral supports strongly preferred
- Familiarity with CPS-supported SEL strategies (i.e. CPS School Climate Standards, ISBE SEL standards, CPS Supportive Schools Indicators and Certification Process, SEL curricula/programs, Check-in/Check-out, Restorative Practices, Tier II/III Interventions (SPARCS, Think First, etc.), Behavioral Health Teams, etc. is preferred.

Licenses and Other Requirements:

- Valid California PPS, PPSW or Teaching Credential
- Valid California Class C driver license.

FLSA Status:

Exempt

Board Approval: 5/9/23