

DIRECTOR OF CONNECTEDNESS AND WELL-BEING

DEFINITION:

Under the general direction of the Superintendent or designee, the Director of Connectedness and Well-being provides leadership to create and sustain positive school climates where students and staff feel safe, valued, and supported. This role focuses on fostering belonging, inclusion, and social-emotional learning as essential conditions for learning and thriving. The Director collaborates across departments and with community partners to embed equity and culturally responsive practices into district systems, policies, and professional learning. Through strategic planning, resource alignment, and continuous improvement, the Director advances initiatives that strengthen relationships, promote well-being, and build a connected culture that ensures every student can succeed and all staff thrive

QUALIFICATIONS:

Experience:

- A minimum of five (5) years of relevant professional experience, preferred experience in classroom teaching or school counseling; evaluation, research, organizational structures and systems, strategic planning, change management, building capacity of adults, leadership development, and coaching; and 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's 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:

Strategic Planning & System Leadership

- In collaboration with departments across the District, develop an assets-based, multi-year, systemic plan to achieve system-wide connectedness and belonging that includes short term and long term goals, benchmarks, support, assessments, and monitoring for accountability and efficiency.
- Collaborates with departments and school sites to create sustained, district-wide focus to further develop cultural competency, increase awareness, understanding and inclusion of varying identities and cultural norms that exist in the communities served across the District.

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- Organizes the management of programs and a system of resource alignment to assist district in providing culturally relevant and responsive intervention, prevention, and student support which integrates special and general education services including but not limited to Social Emotional Learning (SEL), Positive Behavior and Intervention Systems (PBIS), Restorative Justice, Trauma Informed Practices, intervention, prevention, and student support services.
- Embed and promote connectedness and belonging within systems and structures across the District.
- Develop and facilitate system-level learning and support as part of a continuous improvement process to ensure equity and access as articulated in through the Local Control Accountability Plan (LCAP).

Culture and Belonging

- With district Equity Leaders, lead planning and coordination of affinity groups, heritage month observances, and staff appreciation events that celebrate diversity, foster belonging, and strengthen wellbeing and connections across the district.
- In collaboration with Human Resources, develop initiatives to recognize and honor employees, reinforcing a culture of pride, continuity, and community.
- Collaborate with district departments, external networks and with local and national leaders to stay current on research, policies, and best practices for creating inclusive, connected, and supportive learning environments that foster belonging and well-being.
- Collaborate across departments to develop and maintain a systems approach to promoting student academic, social, and emotional learning and well-being, and college, career, and civic readiness.
- Work collaboratively, as appropriate, with Human Resources and professional learning teams to advance staff support, recruitment, and retention initiatives.

Positive Climate & Student Support Services

- Provides leadership and supervision for District equity leaders to support staff and student wellbeing, sense of connectedness, belonging and inclusivity.
- Work with school climate facilitators to assist with developing a comprehensive approach to improve school climate, creating inclusive schools for diverse families, and fostering a district culture to support equity and social justice within the district and the surrounding community.
- Serves as the district Foster Youth Services Liaison, coordinating supports, ensuring compliance with state and federal requirements, and collaborating with schools, caregivers, and community agencies to remove barriers and promote student success.
- Regularly collect and analyze data on student perceptions of safety, belonging and connectedness.

Instructional Leadership & Professional Learning

- In collaboration with the Educational Services department, ensure all students have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias.
- Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

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- In collaboration with other departments, design, develop, coordinate, and conduct district-wide trainings related to well-being, belonging, connectedness, and equity for staff, parents, and community members, and evaluate the effectiveness of the trainings provided.

Partnerships, Outreach and Engagement

- Maximize the resources of the entire school, District and surrounding communities, to advance SEL, Equity, and well-being for staff and students.
- Collaborate with administrators, staff, and external agencies/organizations to coordinate activities and programs, resolve issues, exchange information, and participate in community events and activities as necessary.
- Develops partnerships and serves as a liaison with community and regional agencies and coordinates resources to support equity, connectedness, and a positive culture and climate for students and staff.

Compliance, Reporting & Accountability

- Review and share disaggregated District-level climate and connectedness data to assist administrators and staff in setting measurable and designing interventions to drive decisions.
- Prepare and present reports to the Board as requested by the Superintendent.
- Establish and maintain effective communications and working relationships among diverse groups of students, parents, staff, departments and external agencies.
- Supervise and evaluate the performance of assigned staff.
- Supports staff in navigating District systems, structures, and processes related to workplace concerns and wellbeing.
- Provides early, informal conflict resolution support, helping staff address concerns at the lowest appropriate level through coaching, mediation, facilitation, and restorative approaches.

KNOWLEDGE:

- California's SEL Guiding Principles
- Research associated with positive school climate and culture, restorative practices, continuous improvement principles, and coaching practices
- SEL research, evaluation, strategies, theories, techniques, and methods of instruction
- Education Code, District policies, District goals, District procedures, and state and federal regulations
- 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:

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

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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 here 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.