



**DRAFT POSITION DESCRIPTION**

<b>Title: Executive Director of Wellness and Engagement</b>	
<b>Department: District Office</b>	<b>FLSA Classification: Exempt</b>
<b>Bargaining Unit: None</b>	<b>Work Year: 223 Days</b>
<b>Reports to: Superintendent</b>	<b>Board Approval Date: PENDING</b>

**Salary Grade: Management Salary Schedule – Range 21**

**Primary Function:**

Under general direction of the Superintendent, serves as District lead to monitor, enhance and expand school-based behavioral and mental health services focused on improved student attendance, behavior, and achievement; oversee the District expulsion process and disciplinary review committees; coordinate Child Welfare and Attendance procedures (including SARB); serve as a resource and liaison to District and site personnel as well as community and youth agencies; process truancy referrals maintaining related records and producing required reports.

**Essential Job Functions include, but are not limited to the following:**

1. Leverage and provide direct support to site administrators as they design and provide safe, healthy and supportive learning environments, supporting the district cradle to career initiative and other district goals.
2. Provide leadership and the necessary professional development to promote the district wide alignment and expansion of community mental health, restorative practices and violence prevention services emphasizing prevention, early intervention and intensive services.
3. Support staff in assessing and evaluating innovate, feasible and legally permissible alternatives to pursuing expulsion and suspension, and where needed, assist staff in the preparation of legally compliant expulsion referrals, expulsion presentation packets and oversee the expulsion process for the district. Coordinate readmission conferences and process for expelled students.
4. Provide leadership in developing a district-wide violence prevention platform including bullying prevention, and conflict mediation.
5. Lead the District’s restorative practice initiatives including the development and implementation of a continuum restorative justice practices and protocols in collaboration with school sites, community partners and other district departments.
6. Serves as the District liaison to committees/educational memberships as appropriate.
7. Ensures quality school-to-community relationships. Maintains proactive contacts with community-based groups, school personnel and parents. Maximize the relationships to improve the behavior and attendance of students that support academic learning either through community school initiatives or other efforts.
8. Work directly with families and students as needed to support student behavior and attendance, including conducting home visits as necessary, meeting with families, and facilitating School Attendance Review Board (SARB) meetings and procedures.

9. Establishes and implements a comprehensive SARB (School Attendance Review Board) process that includes site-level fact finding, hearings, and action plans, to define and promote high academic programs, standards, and expectations for student performance.
10. Oversee and monitor programs, services and grants to ensure fiscal compliance. Administers annual budget for the purpose of ensuring that the district's resources are effectively utilized and funding sustains and expands behavior health initiatives.
11. Directs and participates in preparation of a variety of externally mandated and internal performance reports. Establishes information systems that monitor outcomes.
12. Develop Board agenda items, with recommendations, re expulsions and readmissions. Provide reports to the Board and other bodies regarding suspensions and expulsions.
13. Supervises and provides day-to-day personnel management of staff assigned. Plans and directs programs and ensures compliance with District, State and Federal regulations.
14. Performs other duties as assigned.

## **MINIMUM QUALIFICATIONS**

### **Education and Experience**

- Five (5) years of successful teaching experience, site administration or equivalent
- Must possess a valid California Administrative Services Credential
- Desirable to possess a valid Pupil Personnel Services Credential
- Experience in functions that support student emotional, behavioral, and social wellbeing including positive behavior intervention and increased attendance efforts
- Minimum of five years of teaching and/or counseling, or related experience, preferable at more than one level
- Master's Degree or higher
- Bilingual Spanish/English is highly desired.

### **Licenses/Certifications:**

- Valid California Driver's License

### **Abilities**

1. Plan, organize and direct student and family support and engagement initiatives and programs
2. Understand and administer educational law and appropriate penal codes as it applies to students in the school district
3. Ability to conduct thorough interviews and investigations of the highest level
4. Ability to relate on a personal level while maintaining professional objectivity.
5. Act in a professional and positive manner
6. Establish and maintain cooperative and effective working relationships with others
7. Use tact, patience, and courtesy
8. Bilingual/ Spanish desirable

### **Working Conditions**

Office environment. The noise level in the work environment is usually quiet.

### **Physical Abilities**

Requires the ability to function indoors in an office environment engaged in work of primarily a sedentary nature with some requirement to walk or move to various District locations. Requires the ability to use hearing and speech to make presentations to small groups and carry on conversations over the phone and in person. Requires near visual acuity to read printed materials and computer screens. Requires sufficient hand/arm/finger dexterity to retrieve work materials and operate standard office equipment.