

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

**EXECUTIVE DIRECTOR, CULTURAL PROFICIENCY, EQUITY, ACCESS, AND
SOCIAL EMOTIONAL LEARNING**

DEFINITION

Under direction of the Assistant Superintendent, Curriculum and Instruction, Education and Support Services, supports the educational programs of the District by providing all District counselors support and guidance; serves as a resource to all District stakeholders pertaining to intervention and data systems, positive behavior strategies, welfare and attendance, student engagement, improve equity and access to District programs and improve options for all students in the Multi-tiered System of Supports (MTSS) programs of the District, and other related functions as required. Provide leadership in the on-going focus on diversity, equity and inclusion; identify, develop, implement, and evaluate provisions of professional development, resources pertaining to curriculum, assessment and instructional programs in the District. Assist the Assistant Superintendent in working with the Board, administrative team, staff, parents, community groups, and professional organizations. Implement and maintain excellent educational programs to fulfill the mission and vision of the District.

EXAMPLES OF DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

1. Define policy issues that relate to equity and access for a diverse range of students and serve as a post-secondary and community resource on matters related to educational and community partnership engagement.
2. Develop and carry out long and short-term strategic plans, programs and activities to support the implementation of post-secondary and community activities to improve student achievement and to prepare career ready graduates.
3. Strategize, organize, and direct a variety of student and staff support programs, projects and activities related to the overall functioning and management of educational and community partnership engagement activities that ensures equal access to District resources for all students.
4. Coordinate mentoring and support during and following crisis intervention.
5. Address the needs of high risk students through appropriate resources.
6. Serve as the District Liaison and Coordinator of Foster Youth Services.
7. Coordinate the development, implementation, and evaluation of the District-wide counseling plan addressing social-emotional, behavioral, career and vocational counseling through individual and group counseling, guidance functions, and activities.
8. Assist in the design and implementation of District-wide Social-Emotional and Behavioral MTSS intervention support frameworks.

9. Clearly communicate, inform, and assist administrators, teachers, staff, District personnel and families in their understanding of MTSS.
10. Coordinate and implement a District-wide student school counseling program calendar which addresses professional learning needs for counselors, teachers, staff, and administrators.
11. Lead professional development opportunities regarding data meetings, and the collection and focused use of screening, referral, diagnostic and progress monitoring data.
12. Collaborate with counselors in the preparation of agendas for grade cohort and District-wide counselor meetings.
13. Coordinate development of systematic District-wide counseling processes, procedures and documents.
14. Serve as a liaison with community agencies that provide counseling services to students, whether in, on, or off campus settings.
15. Coordinate the development and maintenance of District-wide counseling handbook.
16. Serve as a resource in the development and monitoring and professional development of SST and 504 plan processes, and School Attendance Review Board (SARB) meetings.
17. Provide family education activities as needed.
18. Assess the current state of Social Emotional Learning (SEL) and Educational Equity in the District in order to develop an assets based multi-year systemic SEL and Educational Equity plan that includes short term and long term goals, benchmarks, support, assessments, and monitoring for accountability and efficiency.
19. Assists with creating a sustained focus on further developing cultural competency within the District to increase awareness and understanding of varying cultural identities, norms, and uniqueness among students and their families.
20. Organizes the management of programs and a system of resource alignment to assist the District in providing culturally relevant and responsive intervention, prevention, and student support which integrates special and general education services including, but not limited to SEL, Positive Behavior and Intervention Systems (PBIS), Restorative Justice, Trauma Informed Practices, intervention, prevention, and student support services.
21. Prepare reports and presentations reflecting the strengths and opportunities of the District's curriculum by area and grade and formulate recommendations for alterations or additions to the curriculum with specific focus on the impact SEL and Educational Equity has on student achievement and graduation rates.
22. Embed and promote SEL with the explicit goal of advancing educational equity across all education and youth development systems and structures including, but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, school-wide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.
23. Collaborate with other District departments and other local and national SEL and Educational Equity Directors to develop and achieve the goals and objectives of the District.
24. Lead the Cultural Proficiency Task Force to take a systems approach to promoting student academic, social and emotional learning, physical well-being, and college/career/civic readiness for all students.

25. Assist in the formulation of a diversity, equity and inclusion philosophy and objectives for the instructional program
26. Keep abreast of developments in curriculum, instructional practices and resources and determine their appropriateness for inclusion in the District's educational program
27. Regularly collect and analyze data on parent and student perception of safety and evaluate District-wide programs and policies related to student attendance, bullying, and student misconduct and use evidence to guide decision-making while aiming to enhance the quality of student SEL and Educational Equity opportunities.
28. Ensure all students have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant, and responsive. Use practices that build on the existing strengths of students, educators, families, and communities.
29. 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.
30. Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships to advance SEL, Cultural Proficiency, and student well-being.
31. Consult with principals and staff concerning the needs of students and implementation of Positive Behavior Intervention System (PBIS). Review disaggregated District-level student performance data to assist administrators and staff in setting measurable, outcome-focused goals and designing interventions to drive instructional decisions
32. 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.
33. Attend Board meetings; prepare and present reports to the Board as requested by the Superintendent; interpret the impact of proposals as necessary.
34. Design, develop, coordinate, and conduct District-wide trainings related to equity and culturally relevant strategies for staff, parents, and community members and evaluates the effectiveness of trainings provided.
35. Research and provide Cultural Proficiency and SEL education, technical expertise, and trainings for staff, parents, and the community.
36. Demonstrate cultural competence and sensitivity with diverse groups.
37. Promote District participation in the design and development of a comprehensive system of transformational programs to meet student needs; develops and facilitates system-level learning and support as part of a continuous improvement process to ensure equity and access through the Local Control Accountability Plan (LCAP).
38. Coordinate and support the District's AVID and Gifted and Talented Education (GATE) programs
39. Research overall and individual course taking patterns, student course placement, achievement patterns and others;
40. Strategize and implement best practices in relation to maximizing student graduation and student options after graduation, for general student population and individual student situations.

41. Research, identify, lead, and deliver solutions and decisions that are effective and accurate; implement best practices related to purposeful assessment, planning and effective targeted instruction that will transform secondary education.
42. Display advanced expertise in handling complex educational community- related issues; advocate and provide leadership so educational and community partnerships become visible in schools.
43. Communicate and collaborate with post-secondary stakeholders to enhance civic engagement opportunities, and connect the intellectual, human and cultural assets of post-secondary institutions to the District.
44. Serve as liaison between the District, community and post-secondary institutions; represent the District at various meetings and community related functions, and on District-wide committees and task forces; establish collaborative relationships with families and the community by encouraging and welcoming valuable contributions.
45. Develop efficient and effective systems of data collection, organization, and evaluation including feedback loops that provide information to appropriate individuals.
46. Assist principals in the development of specific plans to meet identified school targets in Cultural Proficiency and Social Emotional Learning; assist in determining and acquiring support services.
47. Supervise, evaluate the performance of and provide clear expectations and regularly support professional growth of assigned personnel; provide constructive feedback to improve staff effectiveness.

QUALIFICATIONS

Knowledge of: Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment counseling; applicable and appropriate aptitude, interest, and achievement appraisal instruments, techniques, and procedures; social and youth service agencies in the local area; social, emotional, behavioral and developmental characteristics of students; program evaluation and research techniques, strategies, and procedures; adult learning theory; understanding of MTSS, SST, 504 Plan, SARB, suspension and expulsion processes; Strong verbal, written, and communication skills; strong interpersonal, leadership, and motivational skills.

Ability to: Support student engagement; Lead all counselors in the development and implementation of a comprehensive counseling program with a focus on social, emotional, behavioral and academic tiered supports for all students. Assist counselors in their work with students as they effectively analyze and develop alternative solutions to behavioral, educational, social, and emotional problems and concerns; conduct, analyze, and effectively utilize a variety of individual and group screens and assessment procedures and instruments applicable to student clients; effectively deal with site and District personnel, parents, social and youth service agencies in resolving student problems and concerns; effectively lead in the planning and implementation of a comprehensive school counseling program with emphasis on social, emotional and behavioral prevention, intervention and crisis management; communicate effectively in oral and written form; understand and carry out oral and written directions with minimal accountability controls; establish

and maintain effective organizational, public, and community relationships; ability to meet deadlines and handle diverse tasks simultaneously using prioritization; comply with the District's customer service standards, as outlined in Board Policy, maintain confidentiality.

Education: Equivalent to the completion of an earned Master of Arts or higher degree in education, psychology, or school counseling

Experience: A minimum of five years of successful teaching, or supervisory experience in a setting requiring a valid California Teaching, Pupil Personnel Services or Administrative Services Credential. A minimum three years of successful experience as a site principal and/or district level administrator.

Credential: Valid California Teaching or Pupil Personnel Services Credential; Valid California Administrative Services Credential.