

Director of Social/Emotional Learning and Support

Dept/Div: Administration/N/A

FLSA Status: Exempt

General Definition of Work

Performs complex professional work directing Principals/Assistant Directors, and supervised staff in training, monitoring, coaching, mentoring, and evaluating, developing sustainable systems for social/emotional learning, crisis response, MTSS, and behavioral interventions, directing, creating, and assessing district professional development including the approval and creation of all curriculum and work regarding social/emotional learning, supporting the work of the division through responsible budget development and management, leading district direction with regard to mental health initiatives and lead partnerships work, leading district work supporting diversity, equity, and inclusion, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Executive Director of Student Services

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.

Essential Functions

Develops pipelines and creative strategies for qualified and diverse support/unlicensed staff by building relationships with outside sources, such as online recruitment tools, colleges and universities, multicultural agencies, and related networks; works with varying internal and external entities to develop effective marketing tools for staffing purposes.

Monitors staffing needs by conferring with the Human Resources Coordinator, supervisors, and other District personnel to determine recruitment needs; assists in developing, managing, and evaluating recruitment and selection processes utilizing best practices.

Plans, implements, and on occasion, leads professional development sessions across the District regarding threat assessments, crisis intervention, multi-tier systems of supports, and social/emotional learning; assists Assistant Directors/Principals in creating year-long staff development plans in these areas.

Co-facilitates the creation and implementation of Continuous Site Improvement Plans regarding MTSS, social/emotional learning, and restrictive procedures; leads sessions for the creation of the plans and supports the plans throughout the school year; leads committees and initiatives focusing on Setting IV safety, crisis response, and core values.

Conducts evaluations of staff supervised; supports Principals/Assistant Directors with evaluations.

Develops and implements social/emotional curriculum adoption plans for the District; leads curriculum selection committees; recommends curriculum to principals and programs.

Leads and directs school psychologists, school social workers, board certified behavior analysts, due process/intake coordinator, and licensed psychologist; completes state reporting as required.

Recommends budgets to buildings for purchases regarding training materials (e.g., PCM, Behavior Tools), safety equipment, special education testing, and materials for social workers and school psychologists.

Knowledge, Skills and Abilities

Comprehensive knowledge of applicable district policies, practices and procedures; comprehensive knowledge of State and Federal Rules and Regulations related to education; comprehensive knowledge of district curriculum, district assessment platform, and student database platform; comprehensive knowledge of budget reports and purchase requisitions; comprehensive knowledge of State and district reports on restrictive procedures and suspensions; comprehensive skill operating standard office equipment and applicable hardware and software; comprehensive skill evaluating program and curriculum effectiveness; comprehensive skill operating standard database systems, standard accounting systems, AppliTrack, MDE restrictive procedure reporting system, Infinite Campus, and PCM training software; ability to make arithmetic computations using whole numbers, fractions and decimals; ability to

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compute rates, ratios and percentages; ability to establish and maintain effective working relationships with administrators, consultants, district staff, families/caretakers, school board, state agencies, students, vendors and the general public.

Education and Experience

Master's degree and considerable experience, or equivalent combination of education and experience.

Physical Requirements

This work requires the frequent exertion of up to 10 pounds of force and occasional exertion of up to 25 pounds of force; work regularly requires sitting, speaking or hearing, using hands to finger, handle or feel and repetitive motions, frequently requires reaching with hands and arms and occasionally requires standing, walking, climbing or balancing, stooping, kneeling, crouching or crawling, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data and observing general surroundings and activities; work occasionally requires exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment and exposure to bodily fluids; work is generally in a moderately noisy location (e.g. business office, light traffic).

Special Requirements

Director of Special Education & Principal upon hire.

PREPaRE and SRP, Conscious Discipline, Nurtured Heart Approach, Professional Crisis Management, Comprehensive Safety & Threat Assessment, and Behavior Tools training within 6 months of hire.

Last Revised: 2/10/2023