Position Title:  Assistant Superintendent of Social Emotional Learning and Wellness

Reports to: Deputy Superintendent of Student Support Services

General Description:

The district believes that school communities serve as a network of support for its diverse students, families, and staff.  We believe that providing instruction, supports and services for SEL and Wellness is essential for the educational success of students.  This is especially evident in the literature, and critical with the implementation of Common Core State Standards (CCSS) and rigorous instructional learning.  The Office of Social Emotional Learning and Wellness is a newly formed office in the district responsible for ensuring technical assistance is provided to school communities in implementing SEL and wellness across district schools in order to promote positive school climate, promote youth development, prevent violence and bullying, and engage students collectively.  This office is also responsible for addressing compliance related mandates and coordination of student support services during crisis and trauma related needs.

The district is looking for a highly motivated visionary leader that is prepared to work collaboratively with multiple stakeholders in building the future of SEL and wellness in our schools and communities.  The Assistant Superintendent of SEL and Wellness will think strategically and innovatively in how to integrate the instructional knowledge of SEL and wellness across the district system using a Multi-Tiered System of Support (MTSS) model.

The Assistant Superintendent of SEL and Wellness will lead efforts in providing technical assistance and work in partnership within and outside of the district, including school, central office departments, and community resources.  As a key leader, the individual will ensure that tools, resources, communication, and policies are designed to support the implementation of SEL and wellness for the culturally, linguistically, and abilities-diverse population.

Responsibilities:

The Assistant Superintendent of SEL and Wellness is responsible for supervising the following departments: Behavioral Health, Health and Wellness, Health Services (including Home and Hospital Services), Counseling and Intervention Center, and the Homeless Education Resource Network.

In addition, the Assistant Superintendent will be responsible for the following:

* Effectively communicate a consistent vision of SEL and wellness as a pivotal aspect of student educational success using proactive and responsive models, including MTSS, Positive Behavioral Interventions and Supports (PBIS), and Coordination of Services Team model.
* Work collaboratively with district staff in building the instructional vision and supports for student success that integrates social emotional learning and wellness with CCSS and rigorous instructional opportunities.
* Establish meaningful youth development opportunities, with the youth of the district, built on the integration of SEL and Wellness developmental practices and skills, including resiliency, self-advocacy, and persistence.
* Coordinate with the Administrators of Operations, Principal Leaders, and/or other district and city departments to determine appropriate supports for students, families, and schools, including during crisis situations and to address trauma-related needs.
* Provide leadership in the strategic planning and implementation of SEL and Wellness with a particular focus on technical assistance that is differentiated and offers a menu of options, including methods of incorporating the Safe and Supportive Schools provisions of the Reduction of Gun Violence law into district schools.
* Supervise, support, coach, and evaluate staff under their responsibility, and model SEL competencies in all professional interactions as a representative of the district.
* Work collaboratively with district leaders in creating school based student centered strategies that interface effectively with the district’s Code of Conduct.
* Utilize adult learning and change management strategies in the development of resources, tools, and supports for schools and district staff, including ongoing learning opportunities and utilizing research based and promising practices that exist at the national and local level with a particular lens on culturally, linguistically, and abilities diverse student populations.
* Lead the development and implementation of tools to assess the usage and effectiveness of SEL strategies citywide.
* Work collaboratively in designing measurement frameworks and data collection approaches that would help capture students’ SEL, developmental and non-academic progress.
* Monitor and analyze data, especially for particular programs and legal mandates with the intent to problem solve student, family, school and/or community needs, including bullying, disproportionality (i.e. suspension, discipline disparities, etc), and High School and Middle School at-risk survey results.
* Establish positive relationships and seek out additional partnerships to ensure resources are accessed and allocated, as well as to support additional practice priorities can be explored.
* Model leadership utilizing: effective communication skills that reflects a deep commitment to the educational success and opportunity for all students, problem solving skills and protocols, and leading with inspiring transformation.
* Monitor grants, budgetary procedures and systems.
* Participate in collective bargaining/negotiations process between the school committee and relevant unions as appropriate.

Qualifications - Required:

* Demonstrate experience designing and implementing social emotional learning and wellness (e.g. physical, mental, and emotional wellness) as a pivotal aspect of student educational success using proactive and responsive models, including MTSS, Positive Behavioral Interventions and Supports (PBIS), and Coordination of Services Team model;
* Hold a Master’s Degree in the field of Psychology, Education, Social Work or a Master’s Degree in a related field;
* Hold or be eligible to obtain a valid Massachusetts Assistant Superintendent license;
* Possess a minimum of three years of a senior level leadership in a school district, school, or organization with experience establishing systems in schools and/or management experience in education strategy development and implementation;
* Demonstrate capability to work collaboratively with a variety of stakeholders, such as school district staff, families, youth, community members and other essential partners;
* Demonstrated in-depth knowledge of Social and Emotional Learning research, evaluation, strategies, theories, techniques, and methods of instruction;
* Demonstrate the ability to develop and implement adult learning activities on the intersections the variables that impact student success, including academics, behavior, attendance, etc.
* Excellent oral and written communication skills;
* Experience working with diverse student populations;
* Demonstrate multiple experiences of coordinating response teams, such as crisis management and student success teams, which established comprehensive systems of care to ensure that families and their children with significant behavioral, emotional and mental health needs obtain the services necessary for success in home, schools and community.

Qualifications – Preferred:

* Possess a working knowledge of the Massachusetts Department of Elementary and Secondary Education Regulations and Individuals with Disabilities Education Act, in particular as it relates to discipline, positive behavior supports, bullying and intervention law, intervention-wrap around supports, and health and wellness;
* Holds a valid DESE and/or professional license in a related field.
* Bilingual;
* Demonstrate experience with and a strong understanding of the Common Core;
* Have experience managing a budget and making sound fiscal decisions;
* Successful experience with planning and conducting meetings; and facilitation and training methodologies;
* Strong organizational skills, with outstanding attention to detail;
* Ability to work independently and in a collaborative team environment;
* Comfort with handling multiple projects simultaneously as well as working with rapidly shifting priorities and targets;
* Strong interpersonal skills and ability to create trusting relationships;
* Commitment to self-reflection and on-going learning;
* Experience developing monitoring systems for quality improvement.