



HUNTINGTON BEACH CITY SCHOOL DISTRICT

Director of Student Services and Mental Health

Established date: 9/13/2022

GENERAL PURPOSE

Under the direction of the Executive Director of Student Services, provides leadership and coordination in the ongoing development, implementation, and improvement of the District's special education, behavior and mental health programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Coordinates the District's implementation of multi-tiered social-emotional and behavioral supports district-wide, including educationally related mental health services (ERMHS).
2. Coordinates the recruitment, selection, and assignment of related service providers, including scheduling and assigning staff for the provision of ERMHS to students with IEPs.
3. Supervises and evaluates assigned related service providers, including interns and post-graduate associates.
4. Develops and maintains systems for confidential student records.
5. Plans and coordinates the collection and analysis of student data to identify student and/or program needs.
6. Collaborates with school and administrative personnel to implement appropriate systems and strategies to support student achievement.
7. Serves as a liaison with outside agencies, as needed, to support educationally related mental health services or residential treatment center services.
8. Conducts and/or provides supervision for ERMHS assessments and appropriate mental health services for students with significant social-emotional and behavioral needs.
9. Provides and coordinates professional development for staff and training for parents related to mental health, social-emotional skills, behavior, and other related topics.
10. Coordinates mandated special education programs for children with disabilities; assists in due process hearings, mediation and resolution meetings.
11. Observes the instructional program by regular visits to special education programs; confers with principals, teachers, support staff and other administrators.
12. Coordinates, facilitates, and evaluates the Individualized Education Program (IEP) development and implementation process; serves as administrator at IEP meetings, as needed.
13. Coordinates the District's Student Attendance Review Board (SARB) process and serves as the SARB chairperson; develops appropriate intervention plans to address student and family needs related to attendance, behavior, and mental health.
14. Coordinates intervention systems and behavior support for students and employees.
15. Attends professional development trainings; remains current with evidence-based best practices related to special education, behavior, and mental health.
16. Provides regular updates regarding new developments in the law, legal opinions, and administrative matters related to special education, student services and mental health.
17. Performs other duties, as assigned.

MINIMUM QUALIFICATIONS

Knowledge Of:

- Federal, state and local policies and regulations pertaining to IEP related services.
- District policies and procedures, goals and objectives, organization structure and functions.
- Education Code, Board Policies, Administrative Regulations and District operational policies and procedures.
- Evidence-based behavior and mental health interventions and programs.
- Principles and practices of special education program development, implementation, assessment and evaluation.
- Educational and developmental needs of young children with specific disabilities.
- Methods, practices, and procedures of improving school attendance.
- Program development, implementation and evaluation.

Ability To:

- Lead, facilitate, plan, and organize work.
- Effectively communicate, listen, speak, and write.
- Establish and maintain effective working relationships.
- Analyze and problem solve complex situations.
- Supervise and evaluate programs and staff.
- Provide effective staff development to a variety of audiences.
- Interpret, apply, and explain board policies, laws, rules and regulations relating to special education and student support services.
- Evaluate, analyze and exercise good judgment in decision making, problem solving, and responding to situations.
- Accurately perform required tasks within the time constraints.
- Work flexible hours, which may include evenings. Occasional travel, both in and outside of California.

Education, Training, and Experience:

Master's degree in Educational Psychology, Counseling, Child Welfare and Attendance, or closely related field, five years of experience in Special Education and Pupil Services and successful experience in a responsible administrative position performing related functions.

Other Requirements:

- Valid California Administrative Credential.
- Valid California PPS Credential.
- Licensure as LMFT, LPCC, or LCSW preferred.
- Possession of a valid California driver's license.
- Completion of fingerprinting is required prior to the first day of work.

Condition of Employment:

Insurability by the District's liability insurance carrier.

PHYSICAL DEMANDS AND WORKING CONDITIONS

This position classification performs light work that involves some lifting and sitting a major portion of the time, with some walking and standing for extended periods of time. Incumbents may be required to lift, pull or push objects up to fifteen (15) pounds. This position requires accurate perceiving of sound; near and far vision with the ability to read small print; depth perception; mobility to reach and bend; dexterity in working with computers; and the providing of oral information and direction.

WORK ENVIRONMENT

The noise level in the work environment is reasonably quiet. The work environment is generally at the district office and includes visits to school campuses. This position has frequent interruptions with high work volume and tight deadlines. Occasional travel, both in and outside of California..

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.