EXECUTIVE DIRECTOR, PREVENTION SUPPORTS AND SERVICES

General Purpose:
An Executive Director, Prevention Supports and Services is responsible to the County Superintendent and works under the direct supervision of the designated administrator. The Executive Director, Prevention Supports and Services serves as a leader for school climate, student mental/social emotional wellness, multi-tiered systems and supports, positive behavior interventions and supports, county-wide Response to Intervention (RtI), and oversees the federal grant for the integration of schools and mental health systems. Directs programs supporting at risk youth, student attendance, foster youth, homeless youth, prevention activities and participates in county leadership committees for student and family wellness. This is a classified management position.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Facilitates and promotes school and community structures that promote mental health, provides prevention and early intervention for mental health issues and streamlines access to mental health treatment.
- Connects and serves as a resource to districts in their development of a comprehensive integrated and streamlined system of mental health services for school-aged children and their families.
- Coordinates with RtI experts regarding a pyramid of intervention that includes social behavioral interventions, and positive behavior intervention and support.
- Represents Placer County Office of Education (PCOE) and develops and maintains partnerships with a wide variety of public and private agencies (Placer County Probation, Children’s System of Care, courts, law enforcement, group homes, employment development, colleges, community providers, etc.) to support student achievement, coordinate activities and programs, exchange information, and maintain positive communication.
- Works with a variety of diverse community groups including groups representing cultural minorities, youth and client groups.
- Provides assistance to local and regional teams in the form of ongoing training and updates to build the capacity of the teams to provide resources and training to school-based teams.
- Works with agency partners to develop protocols for referral of students to integrated school teams and regional teams and streamlines access to mental health services for high-risk students.
- Directs regional development of multi-tiered systems of supports for districts and counties throughout Northern California.
- Participates in statewide leadership for truancy prevention, mental health, positive behavior intervention and supports, and multi-tiered systems of support.
- Encourages the involvement of “non-traditional” community organizations that can provide services that have a positive impact on mental health outcomes for students and families (clubs, sports, volunteer groups, etc.)
- Coordinates with PCOE departments and provides training, assistance and support to schools to understand and promote healthy social and emotional development and develop protective factors in all children and their families.
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- Coordinates with PCOE and provides training and consultation to increase the prevention strategies available to schools that promote positive school culture and climate.
- Increases the capacity of PCOE programs and schools to recognize the risk factors for, and early signs of, mental health problems; and to recognize warning signs of more severe problems.
- Works with PCOE programs and school districts to establish school-based intervention teams that are integrated into PCOE programs and existing school district structures for Professional Learning Communities (PLCs) and RtI.
- Assists with development and program review of PCOE and district Local Control Accountability Plans.
- Facilitates and trains integrated teams about available health and social services in the local community and how to determine the appropriate level of service.
- Facilitates and trains school and mental health staff to understand each other’s programs and protocols and promotes collaboration and support across systems.
- Increases PCOE programs and local school district understanding of the Systems Management, Advocacy and Resource Team (SMART) Collaborative and its partner agencies.
- Assists regional and integrated teams to use data to identify struggling students and the need for prevention and intervention.
- Conducts site visits to Family Support Teams (FSTs) and provides feedback on team functioning.
- Assists regional integrated teams in community asset mapping and community engagement.
- Assists regional and integrated teams to function as self-sustaining collaborative teams through mutual understanding and engagement of all stakeholders in facilitation and decision-making.
- Reviews PCOE and district program needs based on the analysis of appropriate data and recommends program changes accordingly.
- Prepares a variety of district, county, state and federal reports in order to ensure compliance and/or secure funding.
- Develops, prepares and oversees budgets; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations; prepares, applies for and monitors grant funding information; collaborates with the Business department to understand program financing regulations and requirements.
- Direct activities for foster, homeless and at risk youth supporting positive achievement, mental wellness, and academic success.
- Supervises and evaluates the performance of assigned personnel; reviews work to assure compliance with established standards, requirements and procedures; and assures employee understanding of established requirements.
- Acts as the County Student Attendance Review Board Chair Person and directs student attendance support for districts, schools and integration with community based and public supports.

Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.
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Education:
- A Master's degree in public administration, education, social work or related field is preferred.

Experience:
- Administrative experience is required.
- Experience working as part of a collaborative team is required.
- Experience working with community agencies or groups is required.
- History of successful leadership in a setting with at-risk youth is preferred.
- Knowledge of, or experience with, county health and human services is preferred.

Knowledge, Skills and Abilities:
- Knowledge of principles and practices organizational leadership, including ability to successfully lead change process.
- Knowledge of county health and human services.
- Knowledge of practices and administration of multi-tiered systems of support and positive behavior intervention and supports frameworks.
- Knowledge of regulations related to confidentiality and the sharing of information between agencies and schools.
- Knowledge of general principles of educational psychology, adolescent growth and development.
- Knowledge of principles, techniques, and strategies for team-building and conflict resolution.
- Knowledge of School-based Mental Health research.
- Knowledge of protective and risk factors.
- Knowledge of Professional Learning Communities and Response to Intervention.
- Skills and ability to analyze data, evaluate program need; and plan, organize and implement goals.
- Skills and ability to plan, direct and supervise the work performed by all staff.
- Skills and ability to communicate effectively with schools, outside agencies, parents, students and the public.
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- Skills and ability to interpret, apply, explain, and enforce rules, regulations, policies and procedures.
- Skills and ability to accurately analyze complex problems, develop research-based solutions and adopt and implement an effective course of action.
- Skills and ability to effectively plan, organize and direct the development of the instructional program.
- Skills and ability to analyze, assess, and interpret statistical data to improve program outcomes.
- Skills and ability to establish and maintain cooperative and professional working relationships with individuals, groups, and public and private agency personnel.

Required Testing:
- None

Certificates & Licenses:
- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.

Clearances:
- Criminal Justice Fingerprint Clearance
• TB Clearance

Work Environment:
• Work is performed in an office or school environment, and involves contact with staff, representatives of other agencies, and the community. Some travel within Placer County is required.

Physical Requirements:
• The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
• Manual dexterity to operate a telephone and enter data into a computer.
• Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
• Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
• Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
• Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
• When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
• When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Exempt

Employee Group: Management

Salary Grade: 5

Reviewed and Approved:
Superintendent: [Signature] Date: 9-4-19
Human Resources: [Signature] Date: 8-19-19