

JOB DESCRIPTION
July 2020

Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

SENIOR DIRECTOR, PREVENTION SUPPORTS AND SERVICES

General Purpose:

The Senior Director, Prevention Supports and Services is responsible to the County Superintendent and works under the direct supervision of the designated administrator. The Senior Director, Prevention Supports and Services serves as the leader for developing and implementing programs to support students in being academically, behaviorally and social emotionally successful. Cross systems collaboration and county-wide Multi-Tiered System of Supports (MTSS) is a critical element for that success. This is a certificated management position. This position supervises and evaluates classified and/or certificated staff.

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

- Establishes school and community structures that promote mental health, provides prevention and early intervention for mental health issues and streamlines access to mental health treatment.
- Serves as a resource to districts in their development of a comprehensive, integrated and streamlined multi-tier systems of mental health services for school-aged children and their families.
- Works with experts regarding a multi-tier pyramid of intervention that includes social and behavioral interventions.
- 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, 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, Regional and State Leadership Teams in the form of ongoing training and updates to build the capacity of the district and school teams to provide resources and training to school-based Integrated Support Teams.
- Works with agency partners to develop protocols for referral of students to community, school and district resources and streamlines access to mental health services for high-risk students.
- 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.).
- Provides training, assistance and support to schools to understand and promote healthy social and emotional development and develops protective factors in all children and their families.
- Provides training and consultation to increase the prevention strategies available to schools that promote positive school culture and climate using research based models such as Positive Behavior Intervention and Supports.
- Increases the capacity of 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 school districts to establish school-based teams that are integrated into existing school districts structures for Professional Learning Communities (PLCs) and MTSS.

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- Trains school teams about available health and social services in the local community and how to determine the appropriate level of service.
- Trains school and mental health staff to understand each other's programs and protocols and promotes collaboration and support across systems.
- Increases local school district understanding of the Systems Management, Advocacy and Resource Team (SMART) Collaborative and its partner agencies.
- Assists district and schools teams to use data to identify struggling students and the need for prevention and intervention.
- Conducts site visits to districts and school sites and provides feedback on team functioning.
- Assists teams in community asset mapping and community engagement.
- Assists in developing self-sustaining collaborative teams through mutual understanding and engagement of all stakeholders in facilitation and decision-making.
- Reviews 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.
- Support Placer County Office of Education (PCOE) Districts and Schools in developing plans for improving school outcomes and responding to needs through Differentiated Assistance.
- Work collaboratively with PCOE programs to enhance the internal as well as external systems of collaboration.
- Assist the designated administrator in the daily operations of Prevention Supports and Services.

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.

Education:

- A Master's degree in public administration, education, social work or related field is preferred.

Experience:

- Administrative experience is required.
- Experience working as a 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 of organizational leadership, including the ability to successfully lead change process.
- Knowledge of county health and human services.
- 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.

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- 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 MTSS.
- 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 staff.
- Skills and ability to communicate effectively with schools, outside agencies, parents, students and the public.
- 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.
- Must possess a valid California Administrative Services Credential.
- Must possess a valid California Teaching Credential or Pupil Personnel Services Credential.

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.

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- 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: Level 6

Reviewed and Approved:

Superintendent: 

Date: 5/28/2020

Human Resources: 

Date: 5/28/2020