

SANTA CRUZ COUNTY OFFICE OF EDUCATION

DIRECTOR, BEHAVIORAL HEALTH

DEFINITION

Under the general direction of Executive Director of Student Support Services, The Director of Behavioral Health will enhance and grow the coordination of Behavioral health services provided by the Student Support Services Department within the Santa Cruz County Office of Education. The Director will oversee the development, expansion, and linkage of systems of support for mental wellness connecting county services, school districts, local agencies and nonprofits, as well as to state and federally funded grants, and additional funding partners. A significant focus will be on the emerging changes and opportunities in revenue generation for behavioral health services at schools, through new legislation and policy innovations in Medi-Cal and state funding in this area.

SUPERVISION EXERCISED

Supervise and evaluate the performance of assigned personnel.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Help support the related team work of facilitation and implementation of effective countywide school climate initiatives and programs that promote positive conditions for learning and remove barriers to learning, including school-based and linked behavioral health services, positive behavioral interventions and supports, and crisis response services, to promote equitable access to education.

Collaborate in the development of school climate initiatives by integrating social-emotional support opportunities in schools, reducing stigma related to mental illness and increasing trauma responsive support in schools in conjunction with allied efforts and teams.

Lead the research and origination of novel billing and revenue opportunities. Lead intermittent school emergency response incidences.

Work to improve outcomes for students by integrating social-emotional support opportunities in schools, reducing stigma related to mental illness, increasing trauma responsive support in schools, as well as the collaboration between schools and diverse partners.

Identify and direct county-wide behavioral health and wellness strategies in alignment with the Santa Cruz COE's Strategic Plan to improve outcomes for students.

In collaboration with school leadership and district personnel, improve mental health and behavioral outcomes for children, and to break down barriers preventing overall student success.

Serve as county lead in the development of funding opportunities, in partnership with local districts and related sources.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Support the design, monitoring and enhancement of school-based wellness centers targeting student attendance, achievement, and behavior, as well as behavioral health goals and priorities as stated in school districts' Local Control Accountability Plans.

Deliver, design and execute professional learning opportunities for school staff, parents and students that are evidence/research based best practices for services, interventions and approaches to mental health and social-emotional issues.

Oversee and monitor programs, services, and grants to ensure fiscal compliance.

Develop and leverage funding to support school based wellness centers and other school climate initiatives to improve the conditions for learning for all students.

Provide high quality individual and group supervision and coaching to staff and interns, as assigned, that focuses on maximizing clinical and administrative performance while ensuring quality treatment planning and implementation.

Follow specific program policies and procedures in work assignments for the purpose of providing effective mental health services and adheres to ethical obligations including consumer confidentiality.

Foster teamwork and collaboration; actively collaborate with school or district personnel, community mental health providers, and other community agencies to provide necessary supports and services to students and their families.

Represent and promote Santa Cruz COE and Student Support Services at community functions and required meetings.

Communicate potential student or district needs to, and assist in program development with, the Student Support Services Executive Director.

Lead Initiative in developing and launching Medi-Cal billing procedures and protocols for Santa Cruz COE services rendered.

Document and monitor mental health services to meet all clinical program and state requirements, including Medi-Cal requirements.

Collect data and prepare a variety of reports for the purpose of quality assurance and monitoring of services.

Travel from site to site and/or may perform necessary home visits for the purpose of providing direct treatment, consultation or collaboration for student needs.

Participate in other duties as assigned by Student Support Services Executive Director and/or County Superintendent for the purpose of assisting with program needs.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Program, plan and manage activities furthering school success, student achievement, and positive child, youth, and family development.

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

History of successful collaborative experience in the intersection of public schools and mental health, as well as perhaps child welfare, probation, community based organizations, managed care plans, federally qualified health centers or state and federal agencies.

Advanced training in MTSS, specifically applications in behavioral health interventions and support systems.

Supporting the implementation of complex programs, including Medi-Cal and insurances.

Tools and strategies related to mental health, truancy prevention, family systems, positive behavior intervention and supports, and public health inspired prevention models.

Needs of youth in at risk categories.

Effective implementation research and practices.

Effective assessment and crisis intervention techniques across varied socioeconomic and multi-cultural areas.

Budget management and fiscal responsibility, including grant funding.

Trauma Informed Practice and Family Systems Theory and practice.

Advanced practice in effective communication and writing; grant writing.

Computer applications and efficient use of routine technology.

Developing and supervising behavioral health programs with schools, providers and funders.

Skill and Ability to:

Collaborate with parents, stakeholders, public agencies and education systems.

Facilitate learning activities and training for adults.

Interpret, apply and maintain current knowledge of, applicable laws, codes, policies, procedures, and District regulations related to work scope.

Skill and Ability to (continued):

Maintain current knowledge of new technical, academic, and regulatory developments related to work scope.

Research and write grant proposals.

Demonstrate leadership and effectiveness in bridging to members and organizations of all stakeholders in the community.

Recognize, research, assess and analyze management challenges; adopt appropriate plans of action.

Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers.

Establish and maintain effective communications and working relationships among diverse groups of students, parents, district staff, and the community.

Establish and maintain effective working relationships with multi-faceted public and private agencies and district departments.

Model effective verbal communication skills using facilitation, tact, patience, and courtesy to understand and respond to the needs and expectations of team members and customers.

Demonstrate effective written communication skills, including content communication, conciseness, grammar and usage.

Prepare and deliver clear and concise PowerPoint, verbal or other formal presentations to a variety of audiences.

Understand and follow oral and written directions.

Manage competing priorities and timelines.

Organize, coordinate, and prioritize a large volume of activities, programs and services.

Work confidentially and with discretion. Maintain accurate and confidential records.

Work independently in a self motivated manner, with a demonstrated ability to self-direct completion of work tasks.

Complete work accurately, and as directed despite frequent interruptions. Develop and implement training and evaluation programs.

Recommend and assist in the formulation and implementation of department operating procedures and policies.

Skill and Ability to (continued):

Identify professional development activities for staff and for appropriate district employees on topics related to issues in the current programs.

Supervise, coach, and evaluate assigned staff. Cross-train department personnel.

Operate personal computer, related software, and other office equipment.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills and abilities would be qualifying. A typical way to obtain the knowledge, skills and abilities would be:

Education:

Master's degree in counseling, social work, psychology or a related field from an accredited college or university,

Experience:

Five years experience in program management.

Experience in clinical level behavioral health assessment, treatment and billing, staff supervision, and a deep understanding of school systems is highly emphasized.

Three years experience in direct counseling with a diverse population of students and families, with ideally at least two years of post licensure experience.

Experience with supervision of license track interns is preferred Experience developing and facilitating community partnerships preferred.

Experience in providing training and professional development is desirable.

License or Certificate:

Valid California Marriage and Family Therapist License or Licensed Clinical Social Worker or Clinical Psychologist License.

Current California Board of Behavioral Sciences six-hour supervision training certification (or obtain within 60 days of hire date).

Completion of coursework authorizing supervision of BBS Interns is desirable.

Possession of, or ability to obtain, an appropriate, valid California driver's license and appropriate vehicle operation insurance.

SPECIAL REQUIREMENTS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Essential duties require the following physical skills and work environment:

Ability to work in a standard office environment with some ability to travel to different sites and locations.

Approval Date: October 18, 2022