

## REDLANDS UNIFIED SCHOOL DISTRICT

### JOB DESCRIPTION

#### TITLE

Director II, Behavioral and Mental Health Services

#### QUALIFICATIONS

CREDENTIAL: Required

Appropriate California Administrative Credential

Desired

Pupil Personnel Services Credential and/or  
School Psychologist Credential

EDUCATION: Required

M.A. or M.S.

EXPERIENCE: Required

A minimum of five years of successful experience in teaching or counseling and site-level administrative experience.

Desired

Background in working with foster, at-promise, and homeless youth in a school or community setting.

PERSONAL  
QUALIFICATIONS:

Character, personality, and proper social capability to relate effectively with a diverse staff, high-risk students, caregivers, and community. Demonstrated ability to work with educational partners and community organizations.

#### BRIEF DESCRIPTION OF POSITION

Under the direction and supervision of the Assistant Superintendent, Educational Services, the Director II, Behavioral and Mental Health Services, performs a wide variety of supervisory responsibilities to include direct supervision of the Redlands Coordinated Supports and Services (RCSS) Department, which includes the Academic Case Carrier (ACC) Program, the Office of Climate and Culture as well as the Office of Social Emotional Learning & Mental Health Supports.

The Director II, Behavioral and Mental Health Services, is responsible for the planning, development, organization, management, direction, and implementation of programs designed to support foster youth, homeless and other at-promise students which includes the Academic Case Carrier (ACC) personnel, and facilitation of the K-12 school based counseling services and student leadership programs. This position serves as a district liaison with educational partners including cooperating agencies, community services, school sites, educational rights holders, and caregivers; coordinates the research, planning, development, preparation, submission, and evaluation of the Local Control Accountability Plan (LCAP) and other programs/projects for high-risk youth; and assures compliance with laws, codes, and regulations governing schools.

#### DUTIES AND RESPONSIBILITIES

As assessed by the Assistant Superintendent, Educational Services, the outcomes of the Director II, Behavioral and Mental Health Services' job performance will be as follows:

1. Serve as a leader, advocate, and resource person in matters relating to a Multi-Tiered System of Support (MTSS) for all students, including tiered supports for foster youth and other

at-promise students; School Culture and Social Emotional & Mental Health Supports; and implementation of the behavioral and social emotional components of a MTSS.

2. Coordinate and facilitate the development of cooperative efforts between schools, caregivers, group homes, foster, and community agencies in providing services and resources to students and caregivers.
3. Provide staff development and training to district and site administrators regarding MTSS, including the roles of social emotional supports, school climate and culture, alternative education, alternatives to expulsion/suspension, and due process.
4. Supervise, evaluate, and support Academic Case Carriers to ensure equity and quality of services to all students, including foster and other at-promise students.
5. Collaborate with Academic Case Carriers, school counselors, caregivers, educational rights holders, and outside agencies to monitor and assess academic, socio-emotional, college, and career related preparedness.
6. Collaborate with district administrative personnel and other district staff in identifying needs and developing effective procedures for the organization, administration, and the evaluation of MTSS.
7. Collaborate with the District and San Bernardino County Superintendent of Schools, as well as community academic, counseling, behavioral, mental health and medical resources, and other organizations, to provide effective services to at-promise students.
8. Enhance caregiver participation in the academic process by providing resources and training as needed.
9. Develop and maintain a resource guide/toolkit for Academic Case Carriers, school counselors, student leadership advisors, school staff, and caregivers to identify available resources.
10. Monitor and oversee the identification of foster youth and at-promise students as well as their school enrollment, proper education placement, school involvement, and disenrollment from school to ensure timely and effective transfer of grades, credits, and records as required by AB490 and AB167/216.
11. Develop, monitor, and supervise protocols for thorough education evaluations and intervention plans for foster and other at-promise students to ensure graduation requirements are fulfilled, including qualification for AB 167/216.
12. Develop protocols that facilitate plans for post-secondary education, job training, and/or career opportunities.
13. Work with Special Services staff to identify foster and at-promise students' special education needs and resources, including IEPs, 504 Plans, and BSPs.
14. Plan, conduct, and organize a variety of professional development opportunities related to foster youth and at-promise students for Academic Case Carriers and other district and school site staff; identify models of successful programs and/or best practices.
15. Translate and disseminate appropriately the laws, regulations, and codes governing schools and children into programs and activities designed to promote school achievement for at-promise students.

16. Develop and ensure interventions are provided to improve the academic and behavioral success of foster and other at-promise students within the Academic Case Carrier Program.
17. Maintain and oversee methods of program evaluation, accountability, tracking/monitoring, and reporting of data related to foster and at-promise students in order to improve student success and to respond to LCAP objectives and other job description elements.
18. Travel to schools to provide consultation and support services to Academic Case Carriers, site administration, and staff.
19. Initiate and maintain ongoing collaboration with local community colleges, Regional Occupation Programs, and/or other CTE providers to facilitate high-school-age foster youths' participation in CTE Programs.
20. Assist with the coordination of school based and support services to ensure all students have equal access to services.
21. Maintain and cultivate the external and internal image of the District, its divisions, and its schools.
22. Provide timely and effective communications regarding incidents and/or situations which might impact the District, its divisions, and/or its schools.
23. Establish annual goals and objectives as deemed appropriate by the supervisor.
24. Perform other related duties as assigned.