

ONTARIO-MONTCLAIR SCHOOL DISTRICT

EXECUTIVE DIRECTOR OF HEALTH & WELLNESS SERVICES

DEFINITION

The Executive Director of Health & Wellness Services shall assist in the planning, development, organization and implementation of the policies, regulations, guidelines, and procedures pertaining to the district physical and mental health programs, family service programs, homelessness prevention and intervention, behavior supports, Social-Emotional Learning supports, and the Multi-Tiered System of Support. Serves as a resource and liaison to district, site personnel and the community concerning support needs and problems in the areas of physical and mental health, family case management resources, homelessness, behavior supports, Social-Emotional Learning, and crisis response to staff, students, and families. Reviews, monitors, coordinates, evaluates and supervises functions and activities of physical, mental, and social-emotional health, family support staff, homeless intervention staff, and behavior support staff. Assists, reviews and monitors staff development functions; serves as a resource and support to the instructional program including the Multi-Tiered System of Support; and any other related functions as directed. OMSD is a learning organization and all stakeholders share responsibility to educate all students and employ culturally appropriate and sustaining practices that support student learning.

EXAMPLE OF DUTIES

The position is under the general direction of the Assistant Superintendent, Learning & Teaching. The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment function.

1. Plans, organizes, and coordinates the district health and family service programs including Medi-Cal reinvestment, Safe and Drug Free Schools, Collaborative Services network, family guidance, Positive Behavior Intervention and Support (PBIS), Social-Emotional Learning (SEL), homelessness prevention and intervention, counseling services, crisis intervention and health services;
2. Assists, supports and/or leads efforts with other OMSD administrative departments to bridge families and students with services from Social Security (SSI), Medi-Cal, in-home support services and the Inland Regional Center of San Bernardino County;
3. Assists with planning, coordination, staff development and implementation of the Multi-Tiered System of Support (MTSS);
4. Coordinates, plans, organizes and conducts workshops, clinics, and a variety of staff development and training activities pertaining to prevention/intervention support programs for students and their families, improved physical and mental health services, recognizing crises and homelessness, PBIS, SEL, Restorative Practices, MTSS, Trauma Informed Practices, and other related pupil service matters;
5. Oversees the collaboration with multiple districts, cities, county and private agencies in a school-based and school-linked integration model to direct and manage the delivery of

- therapy services to at-risk youth and their families;
6. Coordinates the administrative process for 24 hour/7 day-a-week crisis response coverage for students, staff and families.
 7. Confers with, counsels, and advises management and personnel concerning health and family services models, methods, techniques, and strategies, as well as behavior and SEL frameworks and strategies;
 8. Provides information and assistance in the development of collaborative service models;
 9. Assists in the planning, organization, and implementation of the policies, regulations, and operational procedures pertaining to health and family services, behavior and social-emotional support, suicide prevention and the Multi-Tiered System of Support;
 10. Reviews, researches, prepares, and disseminates information pertaining to trends in programs that support health and family services; presents recommendations to revise, update, and incorporate creative and innovative trends into the district health and family service programs;
 11. Reviews, researches, prepares, and disseminates information pertaining to trends in frameworks that support behavior and social-emotional needs, and recommends interventions and staff development to increase fidelity of behavior frameworks;
 12. Oversees referrals for families of specially involved children (homeless, foster youth, etc.) to appropriate social service and youth service agencies;
 13. Develops and oversees the development of state and federal grant proposals across the district for approval and monitors the funded projects to ensure compliance with funding source guidelines and requirements and provides technical assistance to school sites;
 14. Directs the preparation and maintenance of a variety of narrative and statistical reports, records, and files;
 15. Evaluates the performance of support staff, including Medi-Cal Billing Technicians, Program Manager, Clinical Supervisors, Health Service Administrator, Registered Nurses, Outreach Consultant as well as various clerical personnel;
 16. Presents and explains health and wellness curriculum changes to the Board of Education, administration, staff, and the general public.
 17. Coordinates district Medi-Cal Administrative Activities (MAA) program;
 18. Serves as the chairperson or as a member of various district-level advisory groups, including Collaborative Partners Group (Medi-Cal reimbursement), MTSS Leadership and Planning Teams, L & T Director Team and curriculum development committees; facilitates district initiatives for student wellness; serves as a liaison to community groups and agencies, including public and private entities; leverages local and national resources; confers with and aids district personnel in the resolution of unusual and unforeseen problems, issues, and concerns;
 19. Serves as an external coach and facilitator for various school teams in the areas of PBIS, SEL, MTSS, and support school sites with tiered interventions;
 20. Evaluates schools in area of PBIS using the Tiered Fidelity Inventory (TFI), in the area of SEL using an assessment tool, and in the area of MTSS utilizing the Fidelity Integrity Assessment (FIA);
 - 21.
 22. Assist in the district budget planning and expenditure control process, including Local Control & Accountability Plan (LCAP) planning;
 23. Prepares a variety of management and program evaluation reports as required.

QUALIFICATIONS

Knowledge of:

1. Specialized resource support and coordination of a comprehensive pupil service program, including mental health, case management and crisis intervention;
2. Design, develop, and implement equity-based, Multi-Tiered System of Supports (MTSS);
3. Positive Behavior Intervention and Support;
4. Restorative Practices;
5. Social-Emotional Learning and Trauma Informed Practices;
6. Principles, techniques, strategies, goals, and objectives of public education;
7. Methods, techniques, procedures, and strategies concerning the assessment and evaluation of the district pupil service programs;
8. Legal mandates, policies, regulations, and operational procedures pertaining to pupil service programs;
9. State, federal, and local community groups and agencies that provide assistance to pupil service programs and activities, specifically in the area of health and family services;
10. Human relations strategies, conflict resolution strategies, and team building principles and techniques;
11. California Education Code, California Health and Safety Codes, California Code of Regulations, and California Penal Code related to this position;
12. Technology used in the office (OfficeSuite & Google applications).

Ability to:

1. Provide staff development and coaching in a variety of behavior, academic and social emotional themes;
2. Knowledge and expertise in equity-based, Multi-Tiered System of Supports (MTSS);
3. Analyze and assess program needs, and offer recommendations pertaining to program activity revisions, additions, or deletions;
4. Coordinate and participate in the evaluation of the district pupil service programs and activities;
5. Communicate effectively in oral and written form;
6. Serve as a resource to instruction and management personnel;
7. Understand and carry out oral and written directions with minimal accountability controls;
8. Establish and maintain effective organization, community, and public relationships;
9. Develop and maintain district-level program budgets and fiscal records;
10. Develop and write program grants for Board approval;
11. Work effectively in a multi-ethnic setting.

CERTIFICATION REQUIREMENT

1. Completion of an earned Master of Arts or higher degree from an accredited college or university in educational administration, instructional technology, counseling and guidance, nursing, curriculum development or a closely related field;
2. Possession of a valid California administrative services credential authorizing service as an elementary- or secondary-level administrator, and/or a Pupil Personnel Services authorization;

3. Five years of successful teaching or pupil personnel service experience;
4. Possession of a valid California Motor Vehicle Operator's License;

DESIRABLE REQUIREMENTS

1. Public health or counseling experience.
2. Five years of supervisory experience in school-based health services or community health program.
3. Previous experience with PBIS, SEL, Trauma Informed Practices and MTSS.
4. Ability to work effectively in a multi-ethnic setting.

PHYSICAL DEMANDS

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.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to stand, walk, and use hands and fingers to handle or feel objects, tools or controls. The employee is occasionally required to sit and reach with hands and arms.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

WORK ENVIRONMENT

Characteristics of the work environment described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in outside weather conditions.

The noise level in the work environment is usually moderate.

Board Approved: June 1, 2023