



## RIVERSIDE UNIFIED SCHOOL DISTRICT

**TITLE: DIRECTOR IV, MENTAL HEALTH AND PSYCHOLOGICAL SERVICES**

**WORK YEAR: 221 Days**

**NON-WORK: 26 Days**

**REPORTS TO: Assistant Superintendent,  
Pupil Services/Special Education Local Plan Area**

### **BASIC FUNCTION:**

Under the direction of the Assistant Superintendent of Pupil Services / SELPA, plan, organize, coordinate, oversee and supervise psychological services and secondary special education programs and staff to support and promote student participation and maximize positive outcomes in educational programs.

### **REPRESENTATIVE DUTIES:**

- Plans, coordinates and supervises the program activities of the psychological services department including but not limited to assessment, DIS counseling and related services, behavior intervention; crisis response, consultation and collaboration
- Collaborate with appropriate Department Directors to plan, organize and implement counseling services protocol for the school age populations in the educational setting
- Collaborate with school sites and other department leads regarding school-wide social-emotional initiatives including bullying, suicide prevention/intervention, drug prevention, etc...
- Provide oversight for coordination, support and monitoring of programs providing counseling for individuals, groups, and parents
- Promote collaboration between all counseling and mental health services provided throughout RUSD to ensure effective student social-emotional support teams at each school site
- Develop pre-referral intervention strategies for teachers and specialists to assist students in participating in general education and/or least restrictive environments

- Advise and support administrative staff and education teams regarding appropriate referrals for special education counseling programs
- Consult with IEP teams on developing appropriate proposed social, emotional, behavioral goals and on determination of appropriate special education counseling services
- Supervise, monitor and evaluate the assessment and counseling services provided by special education counseling and contracted counseling staff
- Supervise mental health providers and counselors regarding individual case progress for compliance, quality control, and for opportunities to transition services to a less restrictive setting whenever possible
- Provide ongoing guidance to mental health and counseling staff and advise IEP teams regarding district policies, legal compliance, changes in laws governing the practice of mental health/counseling and best practices in the field of mental health and counseling
- Participate in the recruiting and interviewing of new special education counseling staff
- Oversee District Crisis Intervention response teams and provide/facilitate ongoing training in the best practices in crisis intervention
- Participate on the District Safety Committee and provide relevant expertise in the areas of children and adolescents response to trauma and other safety issues
- Oversee RUSD Threat Assessment procedures and provide/facilitate ongoing training in the area of appropriate implementation for Threat Assessment policy, procedures, and evaluation
- Oversee and provide on-going training in suicide intervention and risk assessment. Facilitate relationships between community and state agencies who care for students at risk and RUSD
- Attend training to keep current on special education law, research based interventions, and best practice
- Provides administrative leadership in the design, implementation and maintenance of effective and appropriate secondary special education programs and services based on research proven best practices, and establishes program evaluation and review systems
- Develops and provides effective staff development programs to promote educational practices in support of maintaining students in the least restrictive environment

- Monitors and evaluates the efficiency and effectiveness of services, delivery methods and procedures; assesses and monitors administrative and support systems and internal reporting relationships; identifies opportunities for improvement; directs implementation of changes; and monitors compliance
- Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs
- Collaborates with others in the Coordination of staffing, program locations and resource allocations in cooperation with school administrators. Participates in parent involvement activities as appropriate
- Assists in determining and monitoring out of district placements for students placed in Non-Public School and Residential Treatment Centers
- Participate in Financial Management and Strategic Planning: Advises the Assistant Superintendent on the financial implications of special services/education programs
- Assists with development of and administers programs within approved budget parameters including allocation of staff (FTE) resources
- Additional duties, as directed

**Knowledge of:**

Social and emotional development of children and adolescents; special education laws and mandates; school and district policies and procedures; techniques used in the assessment and treatment of social/emotional/behavioral deficits; educational and developmental needs of students with specific disabilities; federal and state regulations; and best practices in the implementation and administration of special education and mental health programs.

**Ability to:**

Plan, organize and oversee a range of psychological services; effectively supervise psychologists and counselors; work collaboratively in multi-disciplinary teams; effectively develop and communicate social, emotional, behavioral IEP goals to parents, teachers and other program staff; communicate effectively orally and in writing; work independently; establish general schedules and priorities; establish and maintain effective relationships with those contacted in the course of work; comply with the District's customer service standards, as outlined in Board Policy.

**Experience:**

- Five years of experience working with children with disabilities in school settings.
- Experience working as a member of a multidisciplinary team, including working collaboratively with families, IEP teams, and other stakeholders.

- Experience in the provision of clinical mental health services and supervision of mental health and/or counselor interns.

**Education:**

- Master's degree in Educational Leadership, Special Education, School or Educational Psychology or related field
- Doctoral degree in psychology, counseling, or closely related field preferred
- PPS credential in School Psychology
- Current California licensure as Licensed Psychologist, LMFT, LPCC, or LCSW preferred
- California Administrative Services Credential

**WORKING CONDITIONS:**

**Physical:**

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels
- Ability to bend, twist, stoop and reach
- Ability to drive a personal vehicle to conduct business

**Mental:**

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels

**Environment:**

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configuration