

## MDUSD SEEC Program Leader

### Overview

The SEEC Program Leader oversees the daily operations of the Social-Emotional Education Collaborative programs and holds the over-arching vision of MDUSD Special Education Department to provide students with special education and mental health services in the least restrictive setting in order to prepare them to be independent citizens in their local communities. The SEEC Program Leader works collaboratively and closely with the site Principal and school team, and instructional classroom staff teams to ensure educational and mental health services are provided and documented in a way that demonstrates compliance with all county, state and federal regulations.

### DIRECTLY RESPONSIBLE TO

Chief, Pupil Services & Special Education/SELPA or designee.

### DUTIES AND RESPONSIBILITIES

- Facilitate and maintain relationships with other site and district administrators, county behavioral health, community-based organizations, juvenile justice system, community resources, and county agencies including probation, behavioral health, and social services.
- Provide clinical group supervision and other individual/dyadic supervision as assigned.
- Provide clinical consultation to licensed clinicians.
- Serve as Designated Representative in IEP meetings
- Develop and implement new program models and service methods including evidenced-based practices to successfully address both the needs of the population served .
- Lead and monitor tiered behavioral system including incentives and recognition for students.
- Provide appropriate professional development to program staff in the areas of mental health, academic accommodations, intervention strategies, classroom management techniques, IEP topics, etc.
- Manage and analyze in-depth outcomes data and service delivery effectiveness in order to inform service provision and maintain adherence to the service model.
- Provide direct services to support, guide, and triage intensive therapeutic needs in the milieu/classroom settings including support calls, crisis response, conflict mediations, family engagement, and reentry meetings from suspension and hospitalization.
- Provide parent-student conferencing as needed for intensive therapeutic and disciplinary intervention needs, in coordination with assigned BHS.
- Coordinate and provide incoming tours, orientation meetings and intakes for triaged/matriculating students.
- Orient, train, and support set-up of new hires to all necessary networks, site duties, and paperwork.
- Provide oversight and supervision on all licensure status of BHS, clinical documentation and mental health paperwork: Review and sign off on all Utilization Review, Openings, Closings (ERMHS & Medi-Cal) for Medi-Cal paperwork.
- Manage BHS Caseloads and oversee case management needs.
- Participate in district and site Mental Health Steering meetings, site support meetings and County Behavioral Health meetings.

## MINIMUM QUALIFICATIONS

- Master's degree in behavior analysis, human services, psychology, child and adolescent development, social work, or related field from an accredited college or university
- PPSC credential (School Psych, School Counseling or School Social Work)
- Three (3) years experience providing mental health therapy services or counseling and guidance support in a California school district, county office of education, or county mental health authority with a school-age population.
- Two (2) years experience in Medi-Cal charting.
- Valid California Board of Behavioral Sciences Examiners (BBSE) Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), or Licensed Professional Clinical Counselor.
- Clinical supervision course required to provide clinical supervision.
- Strong writing, organizational, presentation and computer skills
- Ability to work as part of and facilitate the development of a multi-disciplinary team
- Own vehicle, valid California driver's license, and insurability through MDUSD automobile policy
- TB test clearance, fingerprinting clearance, and any other state/federal licensing or certification requirements
- Administrative Services Credential preferred

## Required Skills

- Ability to forge professional, collaborative working relationships with all stakeholders
- Ability to blend clinical knowledge with school site behavioral and academic expectations.
- Capacity to function as a clinical conduit with administrative staff, present clinically relevant material, and facilitate a consensus driven decision regarding discipline and program decisions.
- Strong capacity to think critically, assess shifting priorities, and manage time for meeting complex program and student needs.
- Ability to hold professional demeanor and professional boundaries with all staff adhering to professional code of ethics (NASW, CAMFT, BBS).

## WORK YEAR/SALARY

"Professional Work Day."

205 days

Range 19

	Step 1	Step 2	Step 3	Step 4	Step 5	Year 5	Year 8	Year 11	Year 14	Year 17	Year 20	Year 25	Year 30
BHS	77,388	81,258	85,308	89,584	94,064		94,564	95,064	95,564	96,064	96,564	97,314	
Per Day	407.31	427.67	448.99	471.49	495.07	0.00	497.71	500.34	502.97	505.60	508.23	512.18	
MDSPA	81,257	85,321	89,573	94,063	98,767		99,267	99,767	100,267	100,767	101,267	102,017	
Per Day	427.67	449.06	471.44	495.07	519.83		522.46	525.09	527.72	530.35	532.98	536.93	
DMA PS	84,610	88,847	93,281	97,947	102,842	103,871	104,909	105,958	107,018	108,088	110,247	112,459	114,700
Per Day	412.73	433.40	455.03	477.79	501.67	506.69	511.75	516.87	522.04	527.26	537.79	548.58	559.51