



Esther B. Clark Schools
Director of Nonpublic Schools and Services
Palo Alto and San Jose, CA, USA



Background

At Children's Health Council (CHC), we believe in the promise and potential of every child,

teen, and young adult. Our mission is to transform young lives by providing culturally responsive best-in-class learning and mental health services to families from diverse backgrounds regardless of language, location, or ability to pay.

We specialize in ADHD, Learning Differences, Anxiety & Depression, and Autism. Our strategic priorities include being people-first and empowering our workforce; creating systems built on equity, access, and inclusion; elevating technology; and strengthening our community partnerships. These guiding principles can be observed throughout our programs.



Esther B. Clark Schools (EBC), a division of CHC, serves K-10 students with emotional and behavioral challenges. Our team of professionals in education, behavior, and mental health services are uniquely positioned to support our students holistically in:

- Re-engaging in learning.
- Developing positive behaviors and self-regulatory skills necessary for success in their next school placement.
- Working through challenges in a structured, supported environment.
- Recognizing positive outcomes of positive choices.

EBC is designed to meet the educational needs of students with existing Individualized Education Plans (IEPs) that include one of the following primary eligibilities: autism, emotional disturbance, other health-impaired issues, and/or a specific learning disability. While each of EBC's students brings a unique set of experiences, strengths, and attributes to the table, all have experienced challenges in previous school settings that have ultimately prevented them from deriving educational benefits in those settings.

Esther B. Clark School strives to exist as a Beloved Community in which all members feel a sense of safety, belonging, and inclusion when working and learning together. Through our work, we seek to transform the way our students view themselves and their school experience. In our schools, students are connected to and valued by our warm and professional staff.

Esther B. Clark Schools at a Glance

Facts and Figures

Year Founded: 1953

2023–24 Total Enrollment: 128

Palo Alto: 70

San Jose: 58

Public School Districts: 50+

Employees: 76 full-time faculty

Location: Two campuses, one at San Jose and one at Palo Alto

Operating Budget: \$13.5 million



On the Web: <https://www.chconline.org/ebc/>

Position

The Director of Nonpublic Schools and Services will oversee nonpublic school operations for CHC, ensuring quality school supports and services and our schools being in full compliance with local, state, and federal requirements. CHC currently operates two state-certified nonpublic schools (Esther B. Clark Schools at Palo Alto and South Bay) and seeks to expand those services to our local district partners.

The Director will lead and maintain bottom-line responsibility for the prudent daily operation of the school program, which includes developing and maintaining school programs, ensuring that quality care is provided to students, and overseeing the financial operations of the school. The Director will hire and assess the performance of professionals across multiple disciplines, including school Site Directors. Especially important is the individual's ability to preserve and perpetuate positive and productive interdisciplinary team functioning, so that service delivery to all students addresses the issues that have necessitated placement at EBC.

The Director will oversee the execution of the schools' daily operations to ensure that students are being supported effectively, staff are performing their roles appropriately, and each campus is compliant with all federal, state, and Special Education Local Plan Area (SELPA) mandates. Regardless of their primary disciplinary background, the Director must

be able to demonstrate a working knowledge of a wide array of educational, clinical, behavioral, and psychiatric issues and the principles of best practice interventions. The Director of Nonpublic Schools and Services will ensure that the annual California State accreditation report to the California Department of Education maintains the highest marks during evaluation. The Director will foster and develop partnerships with the local districts and SELPAs to which students belong. Finally, the Director will be responsible for developing, implementing, and monitoring a complex budget and will explore opportunities to deepen or extend our work both between and within our district partners.



Opportunities for Change

- Increase student enrollment and capacity. There is incredible demand for the services at EBC, and the next Director will help brainstorm opportunities to think beyond EBC campuses. The Director will explore the potential to broaden the scope of our work.
- Improve staff retention and cultivate a professional and joyful atmosphere.
- Increase connection and support between Palo Alto and San Jose campuses.
- Increase racial diversity of student body at EBC, as fewer Black and Latinx students are currently offered the level of support that EBC provides. The new Director can help examine our internal systems and develop ways to work with districts to increase diversity in their referrals.
- Manage staff and family frustrations with clear, timely, and solutions-oriented communications.

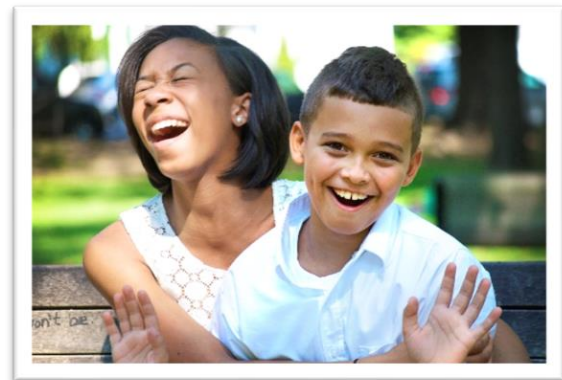
Responsibilities

School Operations

- Lead CHC's nonpublic schools and services guided by the mission and values within CHC. This includes hiring, training, and supervising school Site Directors; ensuring a system of ongoing improvement; implementing quality, evidence-based services; and ensuring our full compliance with federal, state, and local laws and regulations.
- Cultivate and develop local district, SELPA, and state-wide partnerships.
- Oversee the hiring, training, supervision, and evaluation of staff so as to ensure continued interdisciplinary staff collaboration and responsible execution of professional duties across education, mental health, and behavioral disciplines.
- Monitor and engage in the enrollment process—this includes the intake/admission process as well as the transition process of all students designated for placement at a nonpublic school or determined ready for return to a less-restrictive setting.
- Work collaboratively with Site Directors to ensure Individual Education Programs (IEPs) are put into action.
- Monitor transportation and the performance of other outside contractors to ensure their caliber and quality of service is representative of the level expected.
- Work collaboratively across CHC with other division and program leaders.
- Partner with parents and staff to ensure academic success for all learners. Demonstrate devotion to building and nurturing positive student, family, and district relations.

Leadership and Management

- Support site leadership and teams to identify and address areas of needed program expansion/modification in order to create learning and growth effectively in the students we serve.
- Provide leadership for site leadership, including school Site Directors and Operations Teams. This includes ongoing training, support, and supervision focused on enhancing the learning and growth of our students.
- Develop and manage the annual budget in partnership with the Finance Department; monitor and report on progress on delivering the budget, including making recommended adjustments as appropriate within a fiscal year.
- Lead and supervise the school Operation Teams, Site Directors, and Managers in their respective disciplines.
- Ensure and oversee that records are maintained for the materials, supplies, and equipment purchases necessary to carry out the daily school routine.



Compliance and Accountability

- Ensure that school policies and procedures are carried out.
- Ensure that CA Educational Code is adhered to.
- Adhere to CHC Employee Handbook.
- Ensure that the Child Abuse and Neglect Reporting Law is adhered to.
- Protect the confidentiality of students and families.
- Ensure full state certification and adhere to all state certification cycle requirements.
- Ensure that all necessary policies and procedures have been developed and implemented effectively to be compliant with state and SELPA regulations.



Qualifications

Experience and Skills

- M.A. or M.Ed. degree in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation required.
- Credentialed special education teacher or administrator or licensure as LMFT, LCSW, psychologist, or BCBA desired.
- At least 5 years of experience post-degree in a senior administrative position in special education setting preferred.
- Significant experience in an interdisciplinary setting or special education school setting delivering services to children and families with behavioral and developmental challenges.
- Strong leadership abilities and demonstrated management skills.
- Excellent organizational skills.
- Knowledge of curriculum, childhood psychopathology, and child development.
- Ability to lead in a complex interdisciplinary team environment.
- Ability to work with colleagues of other disciplines at a senior management level within the organization effectively and collaboratively.
- Ability to develop inexperienced managers through the use of effective mentoring and coaching skills.
- Ability to communicate at all levels of the organization (i.e., with peers, subordinates, board, and donors, etc.) and with outside organizations (i.e., with school district employees and parents of students).
- Strong fiscal and personnel management skills.
- Fundraising experience desirable.

Personal Characteristics

- High level of emotional intelligence.
- Flexible.
- Ability to set and hold boundaries.
- Open to new ideas and able to make decisions.
- Warm, joyful, and approachable.
- Relationship-builder and adept listener.
- Unflappable and always willing to lend a hand where needed.
- Thick-skinned and resilient.
- Multitasking orientation.
- Student-centered and believes in students' ability to grow and evolve.

Key Competencies

- **Being Resilient:** Rebounding from setbacks and adversity when facing difficult situations.
- **Situational Adaptability:** Adapting approach and demeanor in real time to match the shifting demands of different situations.
- **Decision Quality:** Making good and timely decisions that keep the organization moving forward.
- **Instills Trust:** Gaining the confidence and trust of others through honesty, integrity, and authenticity.
- **Manages Conflict:** Handling conflict situations effectively, with a minimum of noise.
- **Communicates Effectively:** Developing and delivering multi-mode communications that convey a clear understanding of the unique needs of different audiences.



Benefits and Compensation

The anticipated salary range for this position is \$180–200K. EBC offers a comprehensive benefits package, including medical, dental, and vision insurance and a matching 403b retirement plan.

Anticipated Search Calendar

Application Deadline: February 22, 2024

Selection of semifinalists: Week of March 4, 2024

Semifinalist Interviews: Week of March 11, 2024

Finalist Visits: Week of March 25, 2024

Anticipated Appointment: April 2024

Starting Date: Summer 2024

Application Requirements and Search Process

DRG is conducting this search on behalf of Esther B. Clark Schools. Interested candidates should submit, as soon as possible, materials including the following:

- A cover letter indicating why you are particularly interested in and qualified for the position.
- A current resume.
- Example of a recent professional communication.
- The names, positions, email addresses, telephone numbers, and relationship to you of five references, to include the relationship with the references. (We will obtain permission from candidates before contacting references.)

Application materials should be uploaded directly on the DRG website by visiting the Esther B. Clark School listing [HERE](#).

This position description is based upon material provided by Esther B. Clark Schools, an equal opportunity employer.

Esther B. Clark Schools is committed to providing a diverse and inclusive environment, free of discrimination or harassment, for its community. EBC does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, immigration/citizen status, age, marital status, pregnancy status, veteran status, or disability.

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