

Ravenswood City School District

Position Description

TITLE: Special Education Mental Health Coordinator

Job Purpose Statement:

Under the direct supervision of the Director of Special Education, the Special Education Mental Health Coordinator is responsible for assessing and providing services related to the delivery of mental health care to assigned students at public schools as well as non-public and residential settings. The Special Education Mental Health Coordinator provides consultation services and training to school staff to support the overall mental health goals of the student. The Special Education Mental Health Coordinator conducts clinical assessments and provides case management to parents/family receiving mental health services. The Special Education Mental Health Coordinator collaborates and coordinates intensive community-based services if necessary and provides family and parent education and clinical support. In addition, if appropriate provides clinical supervision to unlicensed School Based Mental Health staff.

Essential Job Functions

- Attend IEP meetings and develop or update Mental Health Goals for the students.
- Guide students in the development of skills and strategies for dealing with problems.
- Prepare and maintain all required Treatment Records and Clinical Assessment reports.
- Counsel students, individually and in group sessions, to assist in overcoming dependencies, adjusting to life, and making changes.
- Encourage students to express their feelings and discuss what is happening in their lives, and help them to develop insight into themselves and their relationships.
- Act as student advocate in order to coordinate required services or to resolve emergency problems in crisis situations.
- Participate as an active member of the Crisis Response Team.
- Conduct home visits with other members of the team as part of a welfare check on students' wellbeing.
- Develop and implement treatment plans based on clinical experience and knowledge.
- Meet with families, probation officers, police, and other interested parties in order to exchange necessary information during the treatment process.
- Refer students or family members to community resources or to specialists as necessary.
- Evaluate the effectiveness of counseling programs and students' progress in resolving identified problems and moving towards defined Objectives.
- Gather information about community mental health needs and resources that could be used in conjunction with therapy.

- Plan and conduct programs to prevent substance abuse or improve community health and counseling services.
- Run workshops and courses about mental health issues for students, parents or staff.
- Maintain confidentiality of records and information relating to student and students' treatment.
- Develop progress reports for students with IEPs.
- Work with and communicate with other agencies to ensure that all aspects of student programs are addressed.
- Work independently while following IEPs.
- Assess the needs of the student and the influence of the environment regarding those needs.
- Work with public and outside agencies.
- Provide supervision to registered interns and trainees for the intern program.
- Communicate with parents and staff concerning student needs.
- Prepare reports, presentations, materials and present in a group setting.
- Assist and perform with other related tasks as needed.

Knowledge, Abilities and/or Physical Requirements:

- **KNOWLEDGE OF:**
 - Thorough understanding and knowledge of common diagnoses and treatments for school-aged children and skills necessary to facilitate positive change in a school environment;
 - Social emotional needs and their relationship to learning;
 - Trauma informed practices; and
 - Report-writing methods and techniques.
- **ABILITY TO:**
 - Conduct assessment of non-certified programs appropriate for students' mental health needs.
 - Prepare and maintain accurate records and filing systems.
 - Provide evaluation and case management of student progress in NPS (Non-Public Schools) and residential settings.
 - Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities, and work with diverse school sites and conditions in a manner that achieves District goals.
 - Communicate effectively in English orally and in writing, and model communication skills using tact, patience, and courtesy to respond to the needs of team members and others.
 - Operate personal computer, related software, and other office equipment, and flexibly learn new applications and systems as needed.
 - Meet District standards of professional conduct as outlined in Board Policy.

- **EDUCATION AND/OR EXPERIENCE:** Master's Degree or higher in Counseling, Psychology, Clinical Social Work, or a closely related field; Valid Marriage Family Therapist (MFT), or Licensed Professional Clinical Counselor (MFCC) Certification/License, or Licensed Clinical Social Worker (LCSW); Successful experience demonstrating tact, courtesy, positive attitude and maintaining cooperative relationships with those contacted during the course of work.
- **PHYSICAL ABILITIES:** Seeing to perform activities. Hearing and speaking to exchange information. Dexterity of hands and fingers to operate a keyboard. Sitting and standing for extended periods of time. Walking, twisting, stooping, crouching, kneeling, bending over, grasping, reaching overhead, pushing, pulling and moving, lifting and/or carrying 0-50 pounds to waist height.

License, Certification, Bonding, and/or Testing Requirements:

- Criminal Justice Fingerprint Clearance
- Valid California Driver's License
- Tuberculosis Clearance

Working Conditions:

- **ENVIRONMENT:** Office environment with some travel between District sites. Drive a vehicle to conduct work. May be required to use a personal vehicle.
- **HAZARDS:** Driving a vehicle during adverse weather conditions.

Reports to:

- Director of Special Education

Work Year:

- 11 months

Salary Placement:

- Range 4 of the Management Salary Schedule

Evaluation:

- Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of Classified Management.