

## BENICIA UNIFIED SCHOOL DISTRICT

### MENTAL HEALTH COORDINATOR

#### DEFINITION

Under the direction of the Director Special Services or designee, coordinates mental health services and supports for all elementary and secondary schools. Provides consultation and direct support services for students with educationally related mental health needs. Responsible for training, monitoring supervising and evaluating the provision of mental health services. Provides direct and consulting services to assist staff and families in the development and implementation of comprehensive mental health intervention services for students. This includes planning, organizing, coordinating, and training site staff to maintain a Multi-Tiered Mental Health Intervention System designed to maintain students in the least restrictive placement.

#### EXAMPLES OF DUTIES

1. Develop and maintain a coordinated system of mental health related supports and services.
2. ~~Provide direct counseling services for students.~~
3. ~~Provide Social Work Services.~~
4. Provide consultation services for staff and families on behalf of students with educationally related mental health services.
5. Coordinate with SELPA staff provision of ERMS services including day treatment and residential treatment. Case Manage students in residential, **Non-Public Schools**, and day treatment.
6. Plan and coordinate the transition of students from day treatment, **Non-Public Schools**, and residential placements back into district programs.
7. **Conduct re-entry meetings for hospitalizations and consultation**
8. Provide and/or supervise the provision of Social Skills instruction for students with social/executive functioning deficits.
9. Serve as a resource and liaison to IEP teams regarding placement considerations in unique and difficult cases.
10. Assure compliance with governmental regulations, codes, restrictions and reporting requirements concerning those Special Education students affected by his/her services.
11. ~~In consultation with site administrators and the Director of Special services, evaluate the implementation of student behavior plans.~~
12. ~~Design and deliver behavior intervention plans and services, training, and other related in-service programs, including student specific intervention training to staff and parents.~~
13. Assist staff in the development and implementation of interventions through modeling and/or shadowing techniques.
14. Provide ongoing consultation and guidance on the use of new and innovative methods, strategies, and materials which enhance the education progress of general and special education students with social/emotional, behavioral and executive functioning needs.
15. Make periodic inspections of classroom environments to assure established standards of plan implementation are maintained.
16. Confer with school administrators, teachers and site staff concerning individual student progress toward behavior plan goals.
17. Consult with administrators, special education staff, teachers, parents, and students in modifying regular education programs for students determined to be ineligible for special education services with social, emotional and/or behavioral challenges.
18. Consult with teachers, administrators, and parents regarding the operational aspects of a special education programs for students with social, emotional and behavioral challenges.
19. Prepare a variety of professionally written documents in a timely manner **to include but not limited to (SEL, Direct Treatment Protocols, Suicide Prevention and Intervention, Mental Wellness Committee and others as assigned by the Director of Student Services).**
20. **Assist with the development and delivery of professional development on special education, behavior management, non-crisis interventions, and attendance topics.**
21. **Participate in Student Attendance Review Board Hearings.**
22. **Assist in the development of interventions to address Truancy.**
23. **Coordinate/consult/provide support to all behavioral services and/or programs.**
24. **Coordinate/develop and oversee social skills and/or social/emotional groups/programs with collaborative agencies.**
25. **Coordinate/develop/supervise Special Friends/Second Steps**
26. **Coordinate PBIS Intervention-Tier III**
27. **Coordinate with outside agencies (i.e. Benicia Community Mentors, A Better Way, SCOE Wellness Centers, etc.)**
28. **Coordinate/consult for special education vs. 504 supports.**

29. Perform other tasks and duties as assigned.

## **QUALIFICATIONS**

### *Knowledge of:*

1. Positive Behavior Intervention Systems
2. Educationally Related Mental Health Services
3. Individual Behavior Interventions
4. Special Education Regulations, School Board policies and practices.
5. Works in cooperation with other agencies and organizations to meet the needs of students.
6. Works well with a diverse population.
7. Possesses a love and commitment to children and their educational pursuits.
8. Technology as well as instructional and intervention technology strategies.

### *Ability to:*

1. Establish and maintain productive collaborative relationships with others.
2. Work productively with school and district teams and other outside experts.
3. Ability in task organization, task completion and decision making.
4. Ability to work cooperatively as a member of a leadership team.
5. Ability to work independently to produce reports, organize projects and compile data.
6. Ability to plan, establish priorities, and implement activities for maximum effectiveness.
7. Has a collaborative style, is flexible, and enjoys working with all elements to the school community.
8. Possesses the characteristics of honesty, openness, warmth, humor, integrity and is a caring person.
9. Is adept in oral and written communication skills, including public speaking techniques.
10. Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
11. Plan, organize, implement, and supervise a district-wide program.
12. Visit various work sites and inspect work in progress.
13. Utilize techniques of effective supervision.
14. Keep and compile records and reports.
15. Establish and maintain effective working relationships with parents, district-employees and outside contractors.

## **EDUCATION AND EXPERIENCE**

1. Credential: Possession of an Administrative, Pupil Personnel Services, School Psychology Credential or a License Clinical Social Worker or a License in Marriage Family Therapy.
2. Education: A bachelor's and master's degree from an approved institution are required; and experience.
3. A history of successfully designing, developing, and implementing educationally appropriate Mental Health Support Services for students with various emotional disabilities in an inclusive service delivery model.
  - a. A minimum of 3 years of working with students with emotional disabilities and related disorders in school settings, preferably across age groups.
  - b. Experience in performance of counseling and coordination of care.
  - c. Experience and training in a variety of appropriate curriculum, instruction, classroom management and intervention techniques.
  - d. Ability to collaborate with general education, special education staff and parents on behalf of students.

## **LICENSES AND OTHER REQUIREMENTS**

- Valid California driver's license

## **PHYSICAL ABILITIES AND WORKING CONDITIONS OF EMPLOYMENT**

The Physical Abilities and Other Conditions of Employment listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Employment which may be required of positions in this class. Benicia Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information.

1. Vision: (which may be corrected) to read small print and see small objects.
2. Hearing: Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 5 feet.

3. Speaking: Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
4. Strength: to lift, push, pull, and/or carry objects which weigh as much as 25 pounds on a frequent basis.
5. Smell: to distinguish strong odors.
6. Environmental Requirements: work alone; work inside as a primary assignment; work with interruptions.
7. Mental Requirements: to read and write English at a level necessary for job performance; make simple arithmetic computations; respond to emergencies and changes in schedules; plan work for self and others; keep records, follow schedules, and prepare routine reports.
8. This type of work requires occasional or frequent standing, walking, sitting, or reaching for extended periods of time.
9. Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate office equipment, and move about the work area and between work sites.