



SAN MATEO UNION HIGH SCHOOL DISTRICT

CLASSIFIED JOB DESCRIPTION

JOB TITLE: Associate Manager of Mental Health Programs
REPORTS TO: Manager of Mental Health Programs **SITE:** District Office
CLASSIFICATION: Classified Management
WORK YEAR: ~~11 Months (August – June), Schools Days (182) + 20 for 202-214~~ Days
SALARY: ~~Range V of the Classified Management Salary Schedule~~ Level 4 –
Administrative Salary Schedule
APPROVED BY THE BOARD OF TRUSTEES: _____

JOB SUMMARY:

Under the general supervision of the Manager of Mental Health Programs, serve as a resource to schools, families, and students throughout the San Mateo Union High School District. The Associate Manager will evaluate the social, emotional, and academic wellbeing of the students; as well as coordinate and monitor the mental health programming within the District.

ESSENTIAL FUNCTIONS

- ~~1. Assist Manager of Mental Health Programs with strategic planning, program development, implementation, oversight and evaluation.~~ Co-lead strategic planning, program development, implementation, oversight and evaluation.
- ~~2. Assist in the development and implementation of mental health related policies and procedures in the educational setting.~~ Steer the development and implementation of mental health related policies and procedures that comply with regulatory and statutory guidelines, quality assurance and professional standards with the Manager of Mental Health Programs.
3. Provide clinical supervision and consultation as ~~appropriate~~ applicable.
4. Ensure the fidelity and alignment of mental health service delivery across all sites.
5. ~~Monitor~~ Manage clinical quality of school-based mental health services.
6. Serve as a District-level lead in evidence-based practices in suicide prevention, crisis response, postvention and mental health.
7. ~~Assist in Administer~~ Administer classified employee performance evaluations ~~with appropriate input from site administration, clinical supervisor and the Manager of Mental Health Programs.~~
8. Manage initial level of investigations pertaining to Employee ~~Relations~~ relations.
9. Serve as direct supervisor for Lead Mental Health Therapists.
10. _____ Vet site level wellness programs, activities and initiatives with Lead Mental Health Therapists.
11. ~~Co-manage with the Director of Student Services programming including but not limited to Tobacco Use and Prevention Education.~~ Oversee relevant District-level program management with Manager of Mental Health Programs or Director of Student Services.
12. _____ ~~Provide~~ Serve as a mental health ~~consultation~~ consultant to District and site leadership teams.
13. _____ Develop, plan and implement a multi-tiered system of supports to serve students.
14. _____ Collaborate with District personnel, administrators and outside organizations to coordinate services, resolve issues and conflicts, and exchange information at the District level.
15. _____ Monitor and follow high risk clients, reporting to the Manager of Mental Health Programs as appropriate.
- ~~Ensure compliance with high level IEPs and District-based~~ Co-lead program management of Educationally Related Mental Health Services (ERMHS).

- Execute District-level clinical case management for high level IEPs in collaboration with District-level Special Education leadership.
- ~~16.~~• Provide District-level clinical case management for high level IEPs in collaboration with District-level Special Education leadership.
- ~~17.~~• Assist with the recruitment~~Recruit, hiring/hire/~~ and onboarding of new employees and trainees in conjunction with Manager of Mental Health Programs.
- ~~18.~~• Assist Manager of Mental Health Programs with development, oversight and administration of the department's budget.
- ~~19.~~• Ensure compliance with related federal, state and District regulations as well as department policies and procedures.
- ~~20.~~• Oversee quality assurance, ensuring program compliance with licensing regulations.
- ~~21.~~• Establish partnerships with public and private mental health agencies.
- ~~22.~~• Gather information about community mental health needs and resources that could be used/applied in conjunction with school-based therapy.
- ~~23.~~• Participate in Mental Health Cabinet and/or collaborative meetings.
- ~~24.~~• Provide relevant presentations in the community as assigned.
- ~~25.~~• Develop, plan and oversee District-wide wellness center programming.
- ~~26.~~• Lead regularly scheduled meetings with Lead Mental Health Therapists.
- ~~27.~~• Assist Manager of Mental Health Programs with preparing reports and program proposals in conjunction with Manager of Mental Health Programs.
- ~~28.~~• Provide backup support to staff during scheduled or unscheduled absences of Manager of Mental Health Programs and Clinical Supervisor.
- ~~29.~~• Assist Manager of Mental Health Programs with scheduling employees, and approving approve leaves of absences and overtime for Mental Health Therapists in conjunction with Manager of Mental Health Programs.
- ~~30.~~• Monitor and improve data collection.
- ~~31.~~• Perform other duties as assigned.

QUALIFICATIONS: EDUCATION/TRAINING EXPERIENCE

- Must possess a license in the field of mental health (a master's or doctoral degree plus an MFT, LCSW, Ph.D.).
- A Pupil Personnel Services Credential or Administrative Credential is preferred.
- Minimum 5 years of school-based mental health experience in leadership.
- Minimum 2 years post-licensure is required.
- Experience providing psychotherapy to children and families.
- Must have Board of Behavioral Sciences supervisory experience (at least two years).
- Must have knowledge of current CA Board of Behavioral Sciences regulations for licensees, associates and trainees.

KNOWLEDGE OF:

- Current theories, principles and practices for services to students with mental health symptoms and diagnoses.
- Principles and practices of effective supervision, work planning, evaluation, training and community mental health consultation.
- School based mental health services.
- Psychosocial diagnostic methods and terminology.
- Cultural and social factors affecting behavior patterns.
- Wellness, recovery and resiliency-oriented strategies and supports.
- Clinical standards of practice and licensure requirements.
- Principles and practices of direct client service delivery.
- Principles of social needs, problems, attitudes and behavioral patterns.

- Applicable federal, state and local laws, rules and regulations.
- Office administrative practices and procedures, including records management and the operation of standard office equipment.
- Computer application related to the work.

ABILITY TO:

- Assess the needs of the student and the influence the environment around those needs.
- Develop and support student transitions into new educational environments.
- Communicate clearly through all mediums.
- Maintain confidentiality of student records and information while working within a team setting.
- Plan, supervise, review and evaluate the work of the Mental Health staff.
- Interpret, explain and apply regulations, policies and procedures.
- Communicate effectively both orally and in writing.
- Plan, prioritize and organize.
- Analyze, evaluate and make sound decisions.
- Prepare clear, accurate and effective reports, correspondence and other written materials.
- Develop and maintain ~~s~~ effective working relationships with other staff, public officials, the general public and representatives of other agencies.
- Demonstrate interpersonal sensitivity and work with a diverse population.
- Work effectively and cooperatively with students, parents, staff and community agencies.
- Establish and maintain effective work relationships.
- Prepare reports, presentations, materials, and present in group settings.
- Work independently under general supervision.
- Establish and maintain cooperative and effective working relationships and interpersonal skills with others using tact, patience, and courtesy.
- Evaluate, recruit, supervise and lead associates and trainees.
- Utilize technology effectively.
- Complete assignments and reports, along with preparing presentations for the public including the Board of Trustees, staff, students, and parents.
- Balance several job functions at one time and work under a heavy workload.
- Work in and contribute to creating a performance culture.

PHYSICAL DEMANDS AND WORKING CONDITIONS:

- ~~Ability to sit for long periods of time. Regularly required to sit, stand, walk, bend, turn, talk and hear, and taste and smell.~~
- ~~Eyesight sufficient to read fine print. Occasionally required to climb or balance; and stoop, kneel, crouch, or crawl.~~
- ~~Manual dexterity and coordination sufficient to operate a computer keyboard and calculator. Occasionally lift and/or move up to 25 pounds.~~
- ~~Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Physical stamina to stand, reach, bend, lift, kneel and squat.~~
- ~~Manual dexterity and coordination sufficient to operate a computer terminal and calculator. Ability to lift up to 25 pounds.~~
- ~~Ability to Tolerate tolerate~~ moderate noise level in working environment.

LICENSES/OTHER REQUIREMENTS:

- ~~Must maintain a valid California Driver License and insurability to drive a District vehicle.~~
- Must successfully pass the District's pre-employment as follows:
 - Department of Justice Live Scan fingerprinting
 - Activities Supervisor Clearance Certificate
 - Tuberculosis testing

The intent of this position description is to provide a representative summary of the major duties and responsibilities performed by incumbents of the position. Incumbents may be required to perform other job-related tasks other than those specifically presented in the description. Reasonable accommodations may be made to enable individuals with disabilities to perform the above-stated essential functions.

SMUHSD is an equal opportunity employer in compliance with the Americans with Disabilities Act and all other applicable federal, state and local laws.

SMUHSD Equity Vision

Vision: All students will learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities.

Mission: We will continually identify, disrupt and eliminate institutional biases and barriers to ensure that all students have the skills and knowledge to thrive physically, emotionally, and academically.

EQUAL OPPORTUNITY EMPLOYER STATEMENT

San Mateo Union High School District is an equal-opportunity employer that is committed to diversity and inclusion in the workplace. We prohibit discrimination and harassment of any kind based on race, color, sex, religion, sexual orientation, national origin, disability, genetic information, pregnancy, or any other protected characteristic as outlined by federal, state, or local laws.

This policy applies to all employment practices within our organization, including hiring, recruiting, promotion, termination, layoff, recall, leave of absence, compensation, benefits, training, and apprenticeship. SMUHSD makes hiring decisions based solely on qualifications, merit, and business needs at the time.

For more information, read through our Nondiscrimination in Employment policy.

- Equity Flyer
- BP0415.1 Racial Equity
- AR0415.1 Racial Equity

DISASTER SERVICE WORKERS:

All San Mateo Union High School District employees are designated Disaster Service Workers through state and local law (California Government Code Section 3100-3109). Employment with the District requires the affirmation of a loyalty oath to this effect. Employees are required to complete all Disaster Service Worker-related training as assigned, and to return to work as ordered in the event of an emergency.

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