



**MILLBRAE SCHOOL DISTRICT
MENTAL HEALTH LEAD THERAPIST
WORK DAYS – 184
LICENSED/UNREPRESENTED SALARY SCHEDULE**

QUALIFICATIONS

- A. Credentials/Licenses Required: Licensed Marriage Family Therapist (LMFT), Licensed Professional Clinical Counselor (LPCC), OR Pupil Personnel Services Credential (PPS)
Required: Current First-Aid and CPR Certification
Required: Valid California Driver's License
- B. Education Required: Master's Degree in Psychology, Counseling, or Social Work from an accredited graduate school.
- C. Experiences Required: Minimum of 2 years of Mental Health Therapist experience in a school setting. Knowledge and experience within the special education field.

POSITION DESCRIPTION

School-based mental health services are identified as social/emotional and behavioral services required for a student to receive educational benefit from his/her special education program and services. These services may include: individual and group counseling, counseling and guidance, parent counseling, psychological services, behavior intervention services, and intensive support services.

Under the direction of the Director of Special Education, the Mental Health Lead Therapist provides coordination and support services to promote early intervention and education based treatment strategies in a classroom and school based setting for students who are receiving special education. The goals of therapy are to support students' abilities to access their curriculum in the least restrictive environment preschool through 8th grade.

DUTIES AND RESPONSIBILITIES

- A. Conduct ERMHS (Educationally Related Mental Health Services) assessments, makes recommendations to IEP teams based on ERMHS assessments.
- B. Participate in the development of measurable, educationally related mental health goals for students with IEP team.
- C. Use SEIS to meet IEP and assessment timelines. Proposes, updates (in SEIS), and provides case managers with Mental Health IEP goal progress every trimester in a timely manner.



- D. Monitor student progress by visiting school sites, attending school meetings, and consulting with all team members.
- E. Provide Mental Health collaboration with General Education teachers.
- F. Provide group counseling on topics such as anger management, conflict resolution, and social-emotional strategies that address students' IEP goals.
- G. Facilitate special education classroom social/emotional learning groups or support, as needed.
- H. Provide parent counseling, coaching, and training to assist parents in understanding the special needs of their child, provides information about child development, and assists parents in the acquisition of necessary skills to support implementation of the IEP.
- I. Collaborate to develop plans to implement new and enhanced mental health programming.
- J. Consult, collaborate and support teachers and administrators regarding direct student treatment plans/protocols, IEP goals and objectives.
- K. Assist parents in accessing and utilizing community resources.
- L. Assist with district-wide behavior programs and support systems.
- M. Provide crisis intervention and perform threat/risk assessments with students when warranted, to determine level of hazard to self and others, determine need for hospitalization or other intensive mental health services.
- N. Ensure that criteria for accessing SELPA/State mental health funds has been met.
- O. Attend IEPs and/or parent-teacher conferences as appropriate.
- P. Participate and support District activities related to student engagement (e.g. alternatives to suspension, student attendance review board (SARB), re-entry hearings) when requested.
- Q. Maintain confidentiality of records related to students' treatment.
- R. Maintain data on the efficacy of services.
- S. Complete all necessary and assigned clinical records and documentation within assigned time frames.
- T. Follow all district protocol, policy and procedures.
- U. Commits to continuous growth and learning through consultation, training and in-- service opportunities.
- V. Participate in SELPA level Mental Health Meetings.
- W. Coordination and supervision of counseling trainee/intern program.
- X. Perform related duties as assigned.

KNOWLEDGE, SKILLS, ABILITIES

Knowledge of:

- A. Applicable laws, codes, regulations, policies, and procedures.
- B. Case management principles, organization, record keeping practices and procedures
- C. District goals and initiatives.
- D. Support services and intervention for students social--emotional and behavioral well--being.
- E. Supporting success of English Learners, students with special needs, and foster and homeless youth.



Ability To:

- A. Use strong problem-solving skills to collaborate positively with a wide variety of team members within the established school-wide culture of the varying sites.
- B. Establish and maintain effective working relationships with parents, students, staff and community agencies.
- C. Plan, organize, prioritize work and schedule all required students and meetings on a weekly basis.
- D. Work in an engaging, high--energy, fast--paced setting.
- E. Maintain good professional boundaries including no conflict of interest.
- F. Communicates effectively both orally and in writing.
- G. Meet schedules and timelines.
- H. Provide effective professional development.
- I. Work independently with little direction.
- J. Maintain accurate data on the efficacy of services.
- K. Maintain confidentiality of records related to students' treatment.
- L. Complete all necessary and assigned clinical records and documentation within assigned time frames.

PHYSICAL DEMANDS

- A. Manual dexterity sufficient to write legibly and operate standard office and classroom equipment.
- B. Auditory range sufficient to hear verbal communications near and far is essential.
- C. Vision range near and far sufficient to read printed materials and information displayed on computer monitors.
- D. Must articulate clearly both in person, by telephone and in writing; understand what is read and heard, possess long and short term memory recall and read and write clearly and appropriately.
- E. Upper and lower body strength sufficient to lift and transfer students weighing up to 50 lbs. without assistance and students weighing 50+ lbs. with assistance. (Non-compliant students regardless of weight should be lifted and transported with assistance when practicable.)
- F. Ambulatory ability sufficient to walk with students on campus and in the community for up to 60 continuous minutes, and ascend stairs, wheelchair ramps, and inclines around campus. (Some positions require chasing and restraining students who run from classrooms.)
- G. Stamina sufficient to sit or stand for extended periods of time.
- H. Flexibility sufficient to bend at the waist, kneel and crouch to assist students working at low desks or on the floor, and to reach or stretch to retrieve items from shelves when assisting students with gross motor skill development.

ENVIRONMENTAL CONDITIONS

Classroom, office and playground environment. There are no extreme climatic conditions involved and the noise level is moderate. There are no known vibrations, hazards, or atmospheric pollutants present.



Potential for contact with blood borne pathogens, bodily fluids and communicable diseases. Potential for contact with dissatisfied or abusive individuals.