

## Sequoia Union High School District

### Mental Health Support Specialist

<b>Job Type/Classification:</b>	Certificated
<b>Reports to:</b>	Principal
<b>Compensation:</b>	Certificated Salary Schedule
<b>Work Year:</b>	195 days
<b>Board Approval:</b>	June 26, 2019

#### Position Summary:

Under the direct supervision of the site principal or designee, the Mental Health Support Specialist is responsible for providing services related to the delivery of mental health support services for all students. The Mental Health Support Specialist coordinates school-wide preventative services and other programs and activities that contribute to a positive school climate. Also, the Mental Health Support Specialist acts as a liaison with families and resource providers to ensure students are receiving the personal and social supports necessary to access education programs. The Mental Health Support Specialist also manages referrals and individual intervention protocols for at-risk students. The Mental Health Support Specialist ensures systems, supports, and services are embedded and integrated throughout the school and into the landscape of the school community.

#### Essential Duties and Responsibilities:

- Assesses home, school, personal, and social factors to improve student well-being and educational outcomes
- Collaborates with Teachers, Counselors, Administrators, and other school staff regarding social and emotional needs of students
- Provides guidance to individual staff members and families on social, emotional, behavioral, and mental health needs of students
- Plans, prepares, and conducts in-service education for staff on a variety of topics related to social, emotional, behavioral, and mental health needs of students
- Consults and participates with school intervention teams to identify at-risk students
- Participates in district multi-disciplinary and integrated learning support services, as needed, including but not limited to the Student Success Team (SST), 504s, and IEPs
- Collaborates with community partners for special events within the school setting related to social, emotional, behavioral, and mental health needs of students
- Coordinates support groups with the purpose of improving social and emotional functioning and development of identified students
- Oversees and guides peer-to-peer support programs
- Collaborates with community agencies, parents, teachers, administrators, law enforcement, and school intervention team members to identify and manage student crisis situations

- Coordinates crisis and threat assessments, manage related interventions, including outside referrals for students and families to mental health services
- Utilizes individual counseling skills to serve students needing mental health support as identified or referred by school site staff, self, parents, or other students
- Works closely with Administration to coordinate and/or conduct student conflict mediations between students
- Utilizes evidence-based therapeutic interventions that provide information and support to empower students to better understand and cope with their social-emotional needs
- Manages the student referral system, triages the needs of incoming referrals, and connects students with appropriate supports and services at school or in the community
- Collaborates with both site and district administration regarding the need for establishing appropriate agreements with community mental health agencies
- Coordinates and monitors services provided by community mental health agencies working with students on campus
- Participates as a member of the District-wide mental health team

### **Qualifications:**

#### Licenses and/or Certifications

- Pupil Personnel Services Credential (required)
- Mental Health direct service experience (preferred)
- LMFT, LPCC, LCSW or licensed-eligible (preferred)

#### Education and Experience

- Bachelor's degree in education or related field required
- Master's Degree in a mental health related field (e.g. counseling, psychology, social work, marriage and family therapy) along with applicable licensure preferred
- 3 years of successful experience as a counselor in an educational environment
- Experience working with a diverse group of students

#### Knowledge, Skills and Abilities

- Interpersonal, problem-solving, and organizational skills
- Ability to remain calm and deescalate tense situations
- Ability to form trusting and collaborative relationships with students, staff, families, and other community based mental health professionals
- Ability to observe and monitor students and recognize non-verbal actions
- Ability to interact with and support individuals who are exhibiting behaviors related to stress, anxiety, anger, and/or frustration
- Ability to maintain confidentiality
- Ability to apply sound judgment in decision-making
- Understanding and application of appropriate policies and procedures
- Ability to analyze and apply data and research

- Ability to manage timelines and meet time-related goals
- Ability to work both independently and collaboratively
- Ability to travel to sites across the district or offsite conference locations
- Excellent oral and written communication skills
- Advanced principles and practices associated with adolescent development and psychology as applicable to an educational setting
- Knowledge of intervention and psycho-education strategies at a school
- Bilingual preferred
- Well-developed human relations skills to achieve and maintain trust and cooperation with colleagues and students
- Ability to deliver formal presentations and discussions with classroom groups or large audiences
- Trained in research based intervention strategies such as Conflict Resolution, Anger Management, Critical Incident Stress Debriefing, Trauma Informed Practices, and Restorative Practices

### **Physical Demands and Working Conditions:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Ability to speak and listen for extended periods
- Ability to sit or stand for long periods, and to regularly walk
- Ability to use hands or fingers to handle, or feel objects, tools, or controls
- Ability to reach with hands and arms; and stoop, kneel, crouch or crawl
- Ability to regularly lift and move up to 20 pounds and occasionally lift and move up to 30 pounds
- Ability to see with close vision, peripheral vision, depth perception, and the ability to adjust focus
- Ability to use a computer, common software, internet, and data management systems
- Work is performed in an environment subject to constant interruptions