TRAVIS UNIFIED SCHOOL DISTRICT

Reaching beyond the boundaries to build a community of learners.

TITLE: Mental Health Coordinator **CLASSIFICATION: Certificated**
DEPARTMENT: School Site

BASIC FUNCTION AND RESPONSIBILITY

Under the direction of the Director of Special Education, coordinates mental health services 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 consulting and direct 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 Positive Behavior Intervention System.

ESSENTIAL JOB FUNCTIONS

- Provide oversight and guidance to IEP teams regarding eligibility for Educationally Related Mental Health Services (ERMHS).
- Provide consultation services for staff and families on behalf of students with educationally related mental health services.
- Conduct comprehensive social-emotional assessments for students referred for ERMHS.
- Perform all assessment activities required for a comprehensive social-emotional assessments, such as: secure parent/guardian consent for assessment, conduct social-emotional assessment, write comprehensive social-emotional assessment report, present assessment results and educationally related social-emotional behavioral goals to IEP teams, and make recommendations for specific accommodations and services required for student to gain meaningful educational benefit from ERMHS.
- Reviews all assessments to determine the appropriate determination of conduct disorder vs. emotional disturbance.
- Coordinate with SELPA staff provision of ERMS services including day treatment and residential treatment. Case manages students with residential and day treatment.
- Plan and coordinate the transition of students from day treatment and residential placements back into district programs.
- In conjunction with Site Administrators and the District Behaviorist, develop and implement Positive Behavior Intervention Systems (PBIS).
- Provide and/or supervise the provision of Social Skills instruction for students with social/executive functioning deficits.
- Serve as a resource and liaison to IEP teams regarding placement considerations in unique and difficult cases.
- Assure compliance with governmental regulation, codes, restriction and reporting requirements concerning those Special Education students affected by his/her services.
- Assist staff in the development and implementation of interventions through modeling strategies, and materials which enhance the education progress of general and special education students with social/emotional, behavioral and executive functioning needs.

- 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 behavioral challenges.
- Perform related duties as required.

ADDITIONAL JOB FUNCTIONS

- May perform school psychologist activities, including, but not limited to, prevention, intervention, and participate in psycho-educational assessment duties as outlined in School Psychologist Job Description.
- Make periodic observations of classroom environments to assure established standards of plan implementation are maintained.

EMPLOYMENT STANDARDS

REQUIRES KNOWLEDGE OF:

- Positive Behavior Intervention Systems
- Educationally Related mental Health Services
- Individual Behavior Interventions
- Special Education Regulations

REQUIRES ABILITY TO:

- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Plan, organize, implement and supervise a district-wide program.
- Visit various work sites and inspect work in progress.
- Utilize techniques of effective supervision.
- Keep and compile records and reports.
- Establish and maintain effective work relationships.

EDUCATION

- Credential: Possession of Pupil Personnel Services, School Psychology Credential or a Licensed
- Clinical Social Worker or a License in Marriage Family Therapy
- Bachelor's Degree from an accredited college or university
- Passing score on CBEST or basic skills examinations from other state
- M.A. or M.S.

PHYSICAL DEMANDS

The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions. Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- Sufficient vision to read printed material, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 5 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.

- This type of work requires occasional or frequent standing, walking, sitting, or reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate office equipment, and move about the work area.