



JOB DESCRIPTION

Job Title	Mental Health Therapist
Department	Student Services
Reports To	Director of Student Services
Classification	Certified
Location	District
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Mental Health Therapist provides culturally responsive, equity-focused mental health services to K–12 students, including therapy, assessments, and reintegration support. The role collaborates with staff to implement inclusive interventions, interpret data to address disproportionality, and connect families to community resources. Additional responsibilities include staff training, crisis support, mentoring, and advocacy, all aimed at fostering a safe, supportive, and inclusive school environment that promotes student well-being and success.

Essential Job Functions

- Provide culturally responsive counseling and therapeutic services, including evidence-based interventions for anxiety and depression, that reflect an understanding of students’ diverse backgrounds and lived experiences.
- Provide individual, group, and family therapy based on assessed needs, maintaining a full caseload in alignment with professional mental health standards and ethical guidelines.
- Conduct clinical assessments and deliver targeted interventions for students and families, considering cultural, social, and environmental factors that may influence mental health and educational outcomes.
- Demonstrate effective, current, and organized record keeping that supports continuity of care and compliance with legal and ethical standards.
- Collaborate with school counselors to coordinate District Equitable Multi-Level Systems of Supports (EMLSS), serving as an intervention specialist within the PBIS Framework to promote inclusive and equitable student support.
- Support staff in interpreting district discipline and achievement data through a mental health and equity lens, helping identify and address patterns of disproportionality that may reflect systemic barriers to student success.
- Serve as a resource to students, staff, and families by connecting them with local mental health and community services such as Call 211, Northwest Connections, and other emergency supports, ensuring accessibility and cultural relevance.
- Promote awareness of mental health needs and services within the school and broader community, enhancing understanding and responsiveness to mental health challenges.

- Apply behavioral modification strategies and crisis intervention techniques, including the development of individualized safety plans that respect students' identities and needs.
- Facilitate reintegration planning and follow-up care for students returning from hospitalization or inpatient treatment, ensuring comprehensive support and collaboration with families and school teams.
- Understand and support special education regulatory requirements, assisting with processes when appropriate to ensure equitable access to services.
- Foster effective communication with students, families, and staff, promoting trust, collaboration, and culturally affirming relationships.
- Participate in meetings with school administrators and other key parties to advocate for student mental health and contribute to school-wide equity initiatives.
- Assist in identifying barriers to care and implementing screening processes that are inclusive and sensitive to cultural and socioeconomic factors.
- Support district efforts to improve graduation rates, academic achievement, and school attendance through effective, equity-informed therapy and student engagement strategies.

Ancillary Job Functions

- Develop and deliver professional development sessions for school staff on trauma-informed practices, cultural humility, and mental health awareness.
- Collaborate with district equity teams to align mental health services with broader equity and inclusion goals.
- Stay current in the field through professional readings, seminars, workshops, and conventions.
- Participate in grant writing activities upon request from the Director of Student Services.
- Perform other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Master's degree in marriage and family therapy, mental health counseling, social work, or a similar field.
- Possession of, or eligibility for a Department of Public Instruction, Wisconsin Clinically-Trained Mental Health Professional License, #O120/1020.
- A valid license issued by the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board in one of the following: marriage and family therapy, clinical professional counselor, clinical social worker.
- Experience in managing and maintaining records in compliance with the federal Health Insurance Portability and Accountability Act of 1996. (HIPAA)

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Experience in a K-12 Educational setting, particularly working with diverse student populations including students with disabilities, English Language Learners (ELL), and those identified as at-risk.
- Knowledge of cultural competencies in working with students and families.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Demonstrate an understanding and use of differentiation in educational practices to address the achievement gaps.
- Exercise a strong sense of priority, time management, and follow through.
- Ability to maintain courteous and friendly relationships with students, families, staff, and community partners.
- Ability to translate ideas/initiatives into action
- Demonstrated leadership and project organizational skills, (planning, implementing, evaluation).
- Ability to work collaboratively with various groups and gain consensus related to project implementation and other problem solving.
- Demonstrated excellent oral and written communication skills.
- Demonstrated strong interpersonal skills with individuals, teams, and groups, (teachers, parents, administrators, and support staff).
- Ability to travel to multiple District buildings in compliance with the District driving policy.
- Ability to work a flexible schedule including work directed outside of the school calendar.
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.
- May be exposed to potentially hazardous bodily fluids.

Physical Requirements – The physical demands described below 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 essential functions.

- Must be able to have repetitive wrist/hand/finger movement to work on computer and or related office equipment.
- Frequently required to hear and talk.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122.01 throughout his/her employment in the District.