

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Coordinator, Mental Health	CLASSIFICATION:	Non-Represented Management, Classified
SERIES:	Coordinator I	FLSA:	Exempt
JOB CLASS CODE:	9769	WORK YEAR:	211 Days
DEPARTMENT:	Connect Center/ Student Support and Health Services	SALARY:	Range 9 Salary Schedule A
REPORTS TO:	Director, Student Support Services	BOARD APPROVAL:	07-21-03
		HR APPROVAL:	05-27-10
		HR REVISION:	05-26-11
		CABINET REVISION:	11-22-19

BASIC FUNCTION:

The Connect Center promotes learning by supporting the mental health and well-being of all students. The Connect Center Mental Health Coordinator I is responsible for overseeing the overall management, coordination, development, implementation, and evaluation of the Connect Center and evaluation of school-based mental health support at District and school site-levels. This central hub is designed to increase coordination of support services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and physical and mental health needs of all students. The Connect Center Mental Health Coordinator I oversees programs and interventions to identify at-risk students/families and assists them in overcoming behavioral/mental health challenges. Students/families are supported in the development of effective coping mechanisms, connecting to District, school site and community-based organizations and in developing resilience to promote emotional growth and academic learning. Programs include, but are not limited to, mental health case management, health insurance advocacy and enrollment, attendance support, and LGBTQ Support Services.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Manage and provide school-based mental health support services, including but not limited to, suicide risk assessments, crisis intervention services, case management, skills development, psychoeducation, stress/crisis management, parent/caregiver trainings, restorative mediation, mental health screening, and linkage to other resources within the community, if needed. **E**

Collaborate with Site/District Administrators and other District personnel to identify and implement evidence-based programs and interventions that support the social, emotional, behavioral, and academic achievement of students at-risk. **E**

Provide psycho-educational consultation to District administrators and staff, school-site administrators and staff and parents/family members on student mental health/mental health crisis response. **E**

Access and coordinate community-based resources including professional personnel and public mental health clinics and agencies; develop positive relationships with relevant social service agencies to increase access for students and families. **E**

Experience working with the LGBTQ+ community and familiarity with issues of particular relevance to LGBTQ+ people and organizations, including a demonstrated ability to work effectively with people of diverse races,

ethnicities, nationalities, sexual orientations, gender identities, socio-economic backgrounds, religions, ages, English-speaking abilities, immigration status, and physical abilities, in a culturally inclusive environment. **E**

Collaborate with District, school-site and community-based organizations to provide LGBTQ+ affirming trainings that highlight the risk/protective factors and supportive resources needed for LGBTQ+ youth. **E**

Provide oversight, visitation, and support to the District's Gender and Sexuality Alliance (GSA) clubs. **E**

Work collaboratively with District, school-site and community based organizations to develop professional and/or youth-led conferences and/or workshops which address health, mental health, and academic disparities in LGBTQ+ youth and other marginalized student populations. **E**

Hire, assign, train, supervise, and evaluate student support services staff and college interns. **E**

Facilitate and/or participate in Student Study Teams (SST), Section 504 Plan (Section 504 Plan of Rehabilitation Act and the Americans with Disabilities Act), Individual Education Plans (IEP), School Attendance Review Boards (SARB), and Student Attendance Review Teams (SART), and other committees to assist in developing and providing interventions for students at-risk. **E**

Organize, participate in, and/or conduct family involvement programs focused on such issues as physical/mental health, literacy, parent engagement, school programs, and community resources; manage community outreach activities to engage at-risk students, parents, and other family members. **E**

Respond to mental health/behavioral crises as they arise at school sites. **E**

Collaborate with District personnel and community-based organization to develop and/or revise policies which contribute to increasing equity for marginalized student populations. **E**

Maintain appropriate professional and ethical boundaries with all stakeholders, i.e., school staff, students, families, and community partners. **E**

Collaborate with District staff to identify and apply for relevant grants designed to support and/or promote the health/mental health and overall well-being of at-risk students. **E**

Make written and oral presentations to parents, school staff, grantors, and community agency staff about school-based mental health services. **E**

Effectively communicate and maintain positive relationships with school, District and community stakeholders. **E**

Coordinate and/or provide trainings and professional development opportunities for school staff and/or parents/community members and/or students on issues related to the social, emotional, and mental health needs of all students. **E**

Assist in the development and implementation of school-wide and community-wide events through coordination with existing District and community resources. **E**

Document, collect, analyze, and utilize data to assess needs and develop support services. **E**

Responsible for the maintenance and security of confidential student records developed by staff; ensure adherence to all mandates regarding confidentiality of student records; supervise the development and implementation of all District/department record-keeping, data collection, mandated reporting, and student or program evaluation requirements. **E**

Lead and work with school improvement initiatives that close student achievement and equity gaps between racial, ethnic, and economic groups. **E**

Provide a positive climate of interaction and communication between school staff, families, and the community. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: Master's Degree with specialization in social work, counseling, psychology or related disciplines required. Two or more years of successful public/private school experience, agency experience, or community based organization experience which involves program development, management, supervision, and case management services. Experience working with at-risk students and families, crisis response and working with people of diverse economic, ethnic and linguistic backgrounds preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Preferred candidates holding an Administrative Services Credential; and/or Pupil Personnel Services Credential or possess a valid California Board of Behavioral Sciences (BBS) licensure or intern registration with BBS, i.e., Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Professional Clinical Counselor I, or Licensed Professional Clinical Counselor II.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Ability to demonstrate broad knowledge of complex system organizations, school systems' functioning, educational law, curriculum and instruction, classroom and behavior management, models for working with diverse populations, including students with disabilities and models for school-based practice.

Working with the social, emotional, physical, and mental health needs of children, adolescents and families.

Supervision and management of staff, including interns.

Concepts of culture and intersectional identity and an ability to relate to a variety of ethnic and cultural groups in an effective manner.

Support services for students who are at-risk, low-income, and demonstrate low academic performance.

Planning, organization, and coordination of all assigned programs.

District organization, operations, policies, and objectives.

Grant writing and budget processes.

Applicable laws, codes, regulations, policies, and procedures related to assigned duties.

Interpersonal skills and boundaries using tact, patience, and courtesy.

Effective oral and written communication skills.

Operation of a computer and related software.

ABILITY TO:

Plan, organize, and coordinate the development, implementation, enhancement, and improvement of school-based mental health and support services for students with academic, behavior, attendance, and/or social/emotional concerns.

Communicate effectively, both orally and in writing.

Interpret, analyze, apply, and explain rules, regulations, policies, and procedures.

Accurately and effectively analyze crisis situations, and adopt effective courses of action.

Ability to organize work projects, establish priorities and meet deadlines in a timely manner.

Establish and maintain effective working relationships with a diverse array of individuals and organizations.

Prepare comprehensive narrative and statistical reports.

Operate a computer and related software.

Supervise and evaluate the performance of assigned staff.
Meet State and District standards of professional conduct as outlined in the Board Policy and Professional Code of Conduct.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; K-12 school campuses; and drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grant proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; and lift light objects.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District offered plans.

PREVIOUS CLASSIFICATION: Coordinator I, Learning Support Services