

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Educationally Related Mental Health Services (ERMHS) Specialist	CLASSIFICATION:	Certificated, Non-Management SCTA
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9931	WORK YEAR:	190 Days
DEPARTMENT:	Special Education	SALARY:	Program and ERMHS Specialists, and School Social Worker S1-D/N
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL:	1-7-2025
		HR APPROVAL:	6-16-2025
		BOARD APPROVAL:	6-26-2025

BASIC FUNCTION:

The Educationally Related Mental Health Services (ERMHS) Specialist plays a vital role in supporting the social-emotional and mental health needs of students receiving special education services. They provide assessment, consultation, intervention, and professional development to address the mental health challenges that impact students' ability to access their education. The ERMHS Specialist collaborates to deliver mental health services that align with special education students' individualized education programs (IEPs), and broader school-based initiatives.

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 principle job elements.)

1. Assessment and Evaluation

- Conduct educationally related mental health assessments, including observations, interviews, and standardized measures. **E**
- Analyze data to identify students' strengths and needs in social-emotional and mental health domains. **E**
- Provide written reports that include clear, actionable recommendations for IEP teams. **E**

2. Direct and Indirect Services

- Deliver evidence-based individual and group counseling to eligible students and/or as specified in their IEPs. **E**
- Attend and participate in Individualized Education Program (IEP) meetings and make recommendations for goals, accommodations, and services. **E**
- Provide services including, but not limited to: referral, assessment, determination of counseling needs, monitoring, and goal development. **E**
- Develop and implement mental health interventions targeting social-emotional growth and regulation. **E**
- Provide crisis intervention and de-escalation strategies as needed. **E**
- Collaborate with families to support students' mental health goals at home and in the community. **E**

- Provide service coordination to connect students/families with school and community resources. **E**

3. Collaboration within MTSS

- Work within the MTSS framework to address student needs across Tier 1 (universal supports), Tier 2 (targeted interventions), and Tier 3 (intensive interventions). **E**
- Support school staff in implementing Tier 1 SEL (social-emotional learning) programs, fostering a positive school climate. **E**
- Participate in problem-solving teams to recommend appropriate Tier 2 and Tier 3 interventions for students showing signs of emotional and behavioral difficulties. **E**

4. Consultation and Collaboration

- Serve as a resource to teachers, administrators, and support staff regarding mental health strategies and best practices. **E**
- Serve as a resource on topics such as trauma-informed practices, mental health awareness, de-escalation techniques, and SEL integration. **E**
- Consult with outside agencies, therapists, and service providers to ensure coordinated care. **E**
- Align ERMHS services with broader school- and district-wide mental health and wellness initiatives. **E**

2. Compliance and Documentation

- Ensure compliance with state and federal regulations related to special education and mental health services. **E**
- Document all services provided and maintain accurate and timely records in compliance with district policies. **E**
- Collaborate with IEP teams to monitor student progress and adjust mental health goals and services as needed. **E**
- Complete Medi-Cal and LEA billing in a timely manner. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Education:

Master's degree in social work, counseling, or clinical psychology from an accredited university, and a minimum of two or more years of full-time experience.

Experience:

Two years of experience providing mental health services in a school setting or recognized agency or clinic, including individual and group counseling preferred. Experience with crisis intervention and trauma-informed practices preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license, and provide personal automobile.

- Appropriate licensure or credential to provide mental health services in a school setting (e.g., LCSW, LMFT, LPCC, Pupil Personnel Services (PPS), Credential for School Psychologist, School Social Worker, or School Counseling).
- Licensure by the State of California as a Licensed Clinical Social Worker (LCSW), Marriage and Family Therapist (MFT), or Licensed Psychologist (PSY), or Licensed Professional Clinical Counselor (LPCC) preferred.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- SEL frameworks, behavioral intervention strategies, de-escalation techniques, and cultural responsiveness.
- IEP development, and evidence-based mental health interventions, programs, and processes.
- State and federal special education legal timelines and processes.
- State, Federal, and District laws, codes, regulations, policies, and/or procedures governing students with disabilities, and Special Education including, but not limited to: The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.
- District educational goals, objectives, policies, procedures, and organization structure.
- Computers and related software applications.

ABILITY TO:

- Work independently with little direction to meet schedules and timelines.
- Communicate effectively (verbally and in writing).
- Work collaboratively with diverse stakeholders, including educators, families, and community partners.
- Proficiently manage multiple tasks and maintain compliance documentation.
- Use interpersonal skills including tact, patience, and courtesy.
- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Operate a computer and assigned software; operate other office equipment as assigned.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Work is performed in a school environment with regular interaction with students, staff, and families. May require travel between school sites, home visits, and occasional evening meetings.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and on digital/virtual platforms; operate a computer keyboard and computer monitor; read and prepare documents and reports; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

SAMPLE HAZARDS:

Contact with hostile or abusive individuals with unpredictable behaviors