

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	Specialist, Mental Health Specialist	CLASSIFICATION:	Non-Represented Management, Classified
SERIES:	Specialist II	FLSA:	Exempt
JOB CLASS CODE:	9811	WORK YEAR:	211 Days
DEPARTMENT:	Student Support and Health Services	SALARY:	Range 5 Salary Schedule T
REPORTS TO:	Director, Student Support and Health Services	HR APPROVAL:	04-06-22
		HR REVISION:	05-26-11
		CABINET REVISION:	10-15-14
		CABINET APPROVAL:	03-16-22

BASIC FUNCTION:

The Mental Health Specialist II promotes learning by supporting the mental health and well-being of all students. The Mental Health Specialist is responsible for providing and overseeing the management, coordination, development, implementation, and evaluation of school-based mental health supports. The position develops and provides programs and interventions to identify at-risk students/families and assist students/families in overcoming behavioral/mental health challenges and coping with other stressors to support healthy development and resilience.

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.

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 assessment, crisis intervention services, suicide risk assessment, case management, skills development, psychoeducation, stress/crisis management, parent/caregiver trainings, restorative mediation, mental health screening, and linkage to resources within the community as needed. **E**

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

Provide psycho-educational consultation to administrators, staff and parents/family members on student mental health and mental health crisis responses. **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 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**

Assist in the hiring, assigning, training, supervision and evaluation of student support services staff. **E**

Train, supervise, and evaluate student interns from local universities. **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 multi-disciplinary team meetings or committees to assist in identifying students at-risk and developing and providing interventions for identified students. **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 and behavioral crises as they arise and take appropriate actions as required or needed. **E**

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

Coordinate and/or provide trainings and professional development opportunities for school staff and/or parents/community members on issues related to the developmental, social, emotional, physical & 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 students' needs, develop support services, and provide interventions. **E**

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

Participate in all required activities and documentation for reimbursement of provided services through health insurance programs (i.e. Medi-cal billing). **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:

Master Degree required with specialization in social work, counseling, psychology or closely related disciplines that allow for a California Board of Behavioral Sciences License. Minimum of two (2) or more years of successful work experience for a public/private school, government agency, or community based organization which involves program supervision, employee/intern supervision, and/or case management services. Experience working with at-risk students and families and working with people of diverse economic, ethnic, and linguistic backgrounds.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Administrative Services Credential and/or Pupil Personnel Services Credential preferred. Possession of 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) is strongly preferred.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Complex system organization, 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 mental health practice.
- Working with the social, emotional, physical, and mental health needs of children, adolescents and families.
- Supervision and management of Student Support Center staff, including university student interns.
- Concepts of culture and cultural diversity and an ability to relate to a variety of ethnic and cultural groups in an effective manner.
- Support services for at-risk, low-income, and low-performing students.
- Planning, organization, and coordination of the assigned programs.
- District organization, operations, policies, and objectives.
- Grant writing, and budget preparation and control.
- Applicable laws, codes, regulations, policies, and procedures related to assigned duties.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Documentation standards of practice.
- Operation of a computer and related software.

ABILITY TO:

- Ability to demonstrate broad knowledge of complex system organization, 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 mental health practice.
- Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for students with academic, behavior, attendance, and/or social/emotional concerns.
- Communicate effectively, both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action.
- Ability to organize work projects, establish priorities and meet deadlines in a timely manner.
- Establish and maintain effective working relationships with 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 Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; 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, reach 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.

(Former Classification: Specialist II, Student Support Services)