



## **JOB DESCRIPTION**

<b>Job Title</b>	Mental Health Coordinator
<b>Department</b>	Teaching and Learning
<b>Reports To</b>	Director of Student Services
<b>Classification</b>	Certified
<b>Location</b>	Administration Building
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	204 Days

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 Coordinator will help to build a fully collaborative Mental Health service system using Model 3 of the Wisconsin School Mental Health Framework, along with the Integrated Systems Framework (ISF) from the PBIS National Center, which align with our district Multi Level System of Supports (MLSS). This includes designing and implementing policies and practices that promote a continuum of support services for students that are integrated throughout the school and community; providing training and technical assistance to school mental health coordinators; and, collaborating with community mental health providers. The expected outcomes from a fully collaborative Mental Health service system include: 1) improved access to care; 2) enhanced preventative services, 3) increased early problem identification, 4) less stigmatizing and more ecological programs, 5) increase likelihood of generalization of intervention across settings.

## **Essential Job Functions**

- Coordinate the School Based Mental Health Program
  - Communicate between the therapists from community agencies and school based mental health coordinators consistently.
  - Assess common barriers faced by students and families seeking services and provide support to overcome obstacles and increase services.
  - Renew, create, and coordinate MOUs between community mental health providers and the District.
  - Create communications for community partners and the District.
  - Assess needs and add/coordinate therapists as needed.
- Comply with all grant requirements set forth by the WI Department of Public Instruction
- Work with the grant, district, and staff to implement the WI DPI Model 3 mental health framework.

- Integrate PBIS and Mental Health services using an Interconnected Systems Framework in designated schools.
- Assist school PBIS/MLSS teams to develop and implement a Mental Health service system within their MLSS.
- Provide ongoing coaching and support to the PBIS/MLSS teams on the implementation of mental health best practices within the tiered system of support.
- Collect district wide school based mental health data and other data, as applicable, and prepare related reports.
- Work closely with school staff, community partners, parents/guardians and students to raise awareness, reduce stigma regarding mental wellness.
- Improve access for students to mental health supports in both school and community.
- Coordinate Youth Mental Health First Aid and QPR trainings for the District.
- Coordinate system assessments, review data, and create action plans based on those assessments.
- Work toward continuous improvement in the District by contributing ideas, problem-solving, assisting and motivating others, and adapting to new ideas and procedures
- Maintain accurate and accountable records and documentation of assigned activities.

#### **Ancillary Job Functions**

- Communicate monthly between therapists and school contact personnel and update all records.
- Facilitate and coordinate Mental Health service conversations around MLSS, suicide prevention, trauma sensitive schools' committees, mindfulness, etc.
- Communicate and coordinate work with the Director of Student Services, PBIS coordinators, Directors of Teaching and Learning, building principals, school psychologists, school counselors, community partners etc.
- Network with staff at DPI, other districts, and other grant funders
- 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.

- Bachelor's degree in social work, counseling, psychology or related field.
- Wisconsin DPI Certification.
- Three years of experience in mental health coordination or related field.
- Experience planning and conducting professional development/training.
- Experience in data-based decision making.

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

- Experience working with mental health needs.
- Knowledge of research related to Positive Behavioral Interventions and Supports at all three tiers: universal, secondary, and tertiary.

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

- Demonstrate an understanding and use of equitable and culturally responsive practices.
- 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 as directed outside of the school calendar.

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

- Normal school environment and moderate noise levels.
- Some home visits may occur.

**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.

- Frequently required to hear and talk.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.