



COORDINATOR IV: EDUCATIONAL RELATED MENTAL HEALTH SERVICES

DEFINITION:

Under the direction of the Executive Director of Special Education, the Coordinator of Educational Related Mental Health Services serves as a resource to schools, families and students from Preschool through Adult Transition.

The Coordinator evaluates the social, emotional and academic well-being of our students, intervening when appropriate to address student needs, connecting students and families to district and community resources, and developing programs and systems that support our schools in identifying and responding effectively to student needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Coordinate, support, and monitor district educationally related mental health services ("ERMHS") for students who are either referred or eligible for such services.
- Support IEP teams in developing pre-referral strategies in response to student's behavioral and social emotional needs within their least restrictive environments.
- Advise and support administrative staff and education teams regarding appropriate referrals for special education guidance and counseling and/or ERMHS.
- Train and consult district staff on developing appropriate proposed social, emotional, behavioral goals and on determination of appropriate special education counseling and guidance services and/or ERMHS.
- Coordinate and monitor the process of referral to special education counseling and guidance services and/or ERMHS.
- Conduct case consultation reviews with school psychologists and behavior counselors.
- Train and monitor the assessment and counseling services provided by special education counseling staff.
- Supervise behavior counselors in individual case progress for compliance, quality control, and for opportunities to transition services to a less restrictive setting whenever possible.
- Coordinate, and as needed, participate in the assessment for students requiring consideration for ERMHS.
- Coordinate and support the communication between special education counseling and guidance staff, ERMHS and school site staff.
- Provide ongoing guidance to special education counseling and guidance staff and advise IEP teams regarding District policies, legal compliance, and best practices.
- Participate in the recruiting and interviewing of new special education counseling staff.
- Participate in crisis intervention services and/or risk assessment.
- Attend training(s) to keep current on special education law, research based interventions, and best practices in assessment and intervention practices related to educationally related mental health needs.
- Provide coordination and case management for students in district placements in residential treatment facilities.
- Conduct social emotional assessments for students either referred or in district placed residential treatment facilities, when requested.
- Coordinate parent trainings for families with students with disabilities.
- Travel from site-to-site (including residential treatment centers or non-public schools) and/or performs necessary home visits for the purpose of providing direct treatment, program monitoring, and collaboration.
- Supervision, training, and oversight of counseling and psychologist interns.
- Completes Medi-Cal billing.

QUALIFICATIONS GUIDE:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

KNOWLEDGE OF:

- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing special education programs in California.
- Knowledge of State funding allocation methods.

ABILITY TO:

- Ability to communicate orally and in writing sufficient to express ideas, thoughts, and instructions clearly to clients, community, and staff.
- Ability to collaborate with other agencies in planning and implementing effective special education programs, including staff and parent training, within established budget constraints.
- Ability to analyze complex situations and prepare response alternatives for consideration by decision-making groups.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

EDUCATION:

A Master's degree from an accredited college or university.

LICENSES/CREDENTIAL:

- Valid California teaching or other related Services credential.
- California Administrative Services or other related Services credential. Pupil Personnel Credential authorizing service in School Psychology is preferred.
- Possession of a valid California driver's license.

TRAINING AND EXPERIENCE:

Three years of psychological services in the public school setting.

PHYSICAL DEMANDS:

The physical demands described here 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 the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to walk.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

