

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR II – MENTAL HEALTH

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of professional, administrative, and leadership work to lead and coordinate activities in Student Services for Guilford County Schools. The purpose of this position is to address the impact that federal statutory and state requirements have regarding procedural and instructional accountability. The primary responsibility is to act as liaison, consultant, organizer, and key team member with the schools, district, and the community in the integration of services, procedures, and protocols to support children with mental health needs and their families. This position is responsible for coordinating mental health services and prevention efforts, as well as overseeing comprehensive supports for children with mental health challenges, chronic stress, and trauma. Work is guided by and must be in compliance with federal and state statutes and regulations. Employee must exercise considerable independent judgment and initiative in the performance of assignments. Reports to the Director of Health Services & Nursing

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Ensures the implementation of required policies and procedures affecting students in need intervention support.

Assists in the collection and analysis of data needed for planning, reporting, securing services, and making decisions.

Coordinates the provision of technical assistance to assigned schools including needed staff development.

Facilitates the dissemination of best practices regarding behavioral and mental health supports.

Establishes and maintains an on-going system of communication with school personnel and parents.

Provides recommendations, strategies and community resources to staff and families.

Advocates for student transitions/mainstreaming opportunities by assisting IEP teams with planning and supports to ensure successful outcomes for students with mental health needs.

Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation and evaluation.

Provides individual and/or group support services to address the mental health needs of students.

COORDINATOR II – MENTAL HEALTH

Develops activities and resources to implement and evaluate mental health support services to students identified as needing additional support.

Gathers information, conducts observations, and reviews data to assist in placement recommendations regarding classrooms with mental health supports.

Serves as a representative on school-based and district teams when students are being considered for separate placements with mental health supports.

Serves as a liaison to community agency/agencies providing mental health supports.

Provide technical support to schools and communities on mental health services, interventions, referrals, programming and concerns.

Support students, families, and schools by coordinating with counseling agencies, caseworkers, probation officers, community and support services, etc.

Coordinate, support, and oversee school based mental health (SBMH) in schools (if applicable)

Coordinate prevention activities with District and community teams focused on engagement and empowerment of students and families.

Coordinate collaborative activities for mental health awareness with mental health community partners and schools.

Collaborate with Director of Health Services & Nursing and other departmental team members to enhance services to students and families.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required and duties and responsibilities as assigned by Director of Health Services & Nursing.

MINIMUM TRAINING AND EXPERIENCE

BA or Masters Degree from an accredited College/University in Social Work, Counseling, or a related field, and at least 3-5 years of successful experience with students that have disabilities. Background and experience in mental health services preferred.

COORDINATOR II – MENTAL HEALTH

SPECIAL REQUIREMENTS

Must be licensed in the State of North Carolina in Social Work, Counseling, or in a related teaching area. Must possess a valid North Carolina Driver's License.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, etc. Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondences, reports, forms, presentations, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

COORDINATOR II – MENTAL HEALTH

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of federal and state statutes and regulations regarding provision of services to students with disabilities. Understands special education programs, the IEP process and the Individuals with Disabilities Education Act (IDEA).

Considerable knowledge of Guilford County and School Board policies, procedures and standards regarding exceptional children education.

Considerable knowledge of and experience with mental health agencies, supports, and therapeutic settings.

Considerable knowledge of the principles and practices of testing and interpretation of test data.

Working knowledge of the principles of supervision, organization and administration.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Skill in oral and written communication. Possess effective writing skills and building rapport.

Ability to assess training and professional development needs of parents and members of the educational team; designs, coordinates and delivers professional development related to mental health issues and services to members of the educational team.

COORDINATOR II – MENTAL HEALTH

Ability to evaluate the effectiveness of existing programs and make recommendations for improvement.

Ability to work and communicate with diverse groups/organizations with a positive attitude and effective communication skills.

Ability to exercise independent judgment in determining eligibility, type of services to be provided, and placement of students with disabilities in the least restrictive environment.

Ability to develop and conduct presentations. Designs, coordinates and delivers trainings related to mental health to parents of students recommended for or receiving educationally based mental health services.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.