

COORDINATOR IV: MENTAL HEALTH AND WELLNESS

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Under the general direction of the Director of Mental Health and Wellness, the Coordinator of Mental Health and Wellness serves as a resource to schools, families and students from Preschool through 12th grade.

This Coordinator provides leadership and coordination in the ongoing development and improvement of mental health, social emotional learning, and behavioral interventions, programs and services. The Coordinator evaluates the mental health, behavioral and social emotional well-being of our students and intervenes, when appropriate, to address student needs, connects students and families to district and community resources, and develops programs and systems that support our schools in identifying and responding effectively to student needs; Supports the development and implementation of a Multi-Tiered System of Support (MTSS) at the district and school-site level.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Provide technical assistance to administrators, teachers, and school

- Provide coordination and support for all aspects of crisis intervention, including maintenance of case records and documentation coordination of the mobile crisis intervention team and follow up care and support access to resources for schools, families, and students post crisis
- Pursue grants and other funding opportunities to augment the program and administer their implementation
- Collaborate and support district threat assessment practices and protocols, including professional development and participation on the district threat assessment team

Behavior Interventions

- Supervise TOSAs and Behavioral Instructional Assistants providing support in the Mental Health and Wellness department
- Facilitate and support the implementation of Restorative Practices, SEL, PBIS, Calm Classroom, Culturally Responsive, and Trauma Informed practices (#RSPCT) at all sites
- Support the use of multiple data points in making decisions about school climate;
- Oversee the implementation of a universal SEL screener, SEL standards, and SEL curriculum at all sites
- Train sites in cultural competency in an effort to improve school culture
- Collaborate with other district leaders to integrate district EEDI efforts
- Collaborate with other Student Support Services staff to better serve stakeholder groups
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- Ensure that parents or guardians of homeless or foster children/youth are ~~informed~~ **informed** of the educational and related opportunities available to their children and are provided with

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.

2/24/23