

MT. DIABLO UNIFIED SCHOOL DISTRICT

COORDINATOR, MENTAL HEALTH SERVICES

Primary Function

Under the direction of the Assistant Superintendent, Special Education and Pupil Services to develop, oversee, supervise, and evaluate the mental health service supports, programs and placements for identified Special Education and general education students in the District.

Directly Responsible To

Assistant Superintendent, Special Education and Pupil Services.

Supervision

Supervises agency personnel and evaluates assigned certificated and classified staff.

Duties & Responsibilities

1. Train, model, assist and coach certificated and classified staff in special Education and general education programs to employ effective behavioral strategies, including Positive Behavior Intervention Support (PBIS), with identified and non-identified students who have unique behavioral challenges and needs.
2. Organizes and implements the district programs for mental health collaborative programs.
3. Observe and assess the quality and effectiveness of the District programs designed for students with emotional, behavioral, and/or mental health needs. Make recommendations and implement measures to strengthen and improve the impact of such programs on students serviced by such programs.
4. Monitors eligibility and arranges transportation for applicable students as required.
5. Develops and administers budget, contracts and expenditures relating to District's Mental Health Programs and Staff.
6. Assistant and counsel site administrators and staff in planning and implementing interventions, including tiered Response to Intervention (RtI) strategies, for

students with emotional, behavioral and mental health needs.

7. Interprets for school staff, laws, regulations, and policies governing programs.
8. Plans and implements an inservice training program for new and continuing employees working with the programs.
9. Serves as District liaison to county programs for students with emotional, behavioral and mental health needs, including Juvenile Hall, to ensure that students effectively return and successfully transition from such programs into District programs.
10. Provides case management services for all identified Special Education students in residential placements.
11. Direct, supervise and evaluate the work and performance of District's Psychologists, Behavior Health Specialists, and clerical staff assigned to Mental Health Programs.
12. Works collaboratively with Special Education Program Specialists to ensure appropriate special day class placements and instruction.
13. Works collaboratively with Student Services and Nurses to provide additional medical coverage for medically fragile students and those requiring medical monitoring.
14. Develops and maintains on-going contact with parents and parent groups and organizations.
15. Assists in the planning and implementation of inservice training programs for administrators, teachers assigned to the Program, classified personnel, outside consultants, parents and others.
16. Trains, arranges training, assigns and monitors special education assistants with regard to program need.
17. Regularly attends IEP meetings District-wide where outside specialist, advocates or attorneys will be present to mediate and apply dispute resolution strategies in order to facilitate successful, reasonable conclusions.
18. Attends a variety of meetings with District and site-level administrative and teaching staff, staff from outside agencies, and attend Board meetings and other related meetings as assigned.

19. Provides assistance to principals and administrators with their respective special education programs by problem solving, providing training or program assistance, working with special education problems, and by assessing program needs.
20. Attends job-related meetings and activities specified by the Assistant Superintendent, Special Education and Pupil Services.
21. Performs additional duties as assigned by the Assistant Superintendent, Special Education and Pupil Services as an adjunct to regular stated duties.
22. Performs those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Superintendent.

Qualifications

Knowledge and Skills

1. Knowledge and understanding of special education laws, regulations and procedures.
2. Knowledge of special education programs for ages 0-22.
3. Knowledge of disabilities as well as treatment and remediation strategies.
4. Ability to exhibit the qualities of leadership essential to the successful administrations of special education.
5. Ability to exercise good judgment and tact.
6. Ability to respond to questions, concerns and communication promptly.
7. Ability to cope with emergency situations.
8. Knowledge of effective employee supervision and evaluation procedures and techniques.
9. Knowledge of curriculum concepts and materials pertinent to special education.
10. Ability to speak and write effectively and use technology as a communication tool.
11. Knowledge of the principles of organization and management.

12. Ability to assemble and analyze data, and make appropriate recommendations for actions.
13. Knowledge of effective strategies to address emotional, behavioral, and mental health needs for K-12 students.
14. Knowledge of Response to Intervention (RtI) strategies and techniques.
15. Knowledge of roles and responsibilities for behavioral intervention staff in TK, K-Adult Education system.
16. Knowledge of Educational Related Mental Health Services (ERMHS) program.
17. Ability to identify county and community resources that support students with special needs.
18. Ability to monitor and manage budget.
19. Ability to work effectively with all segments of the educational community and general public.
20. Knowledge of school district operations and procedures.
21. Knowledge of the principles of staff training and development.
22. Ability to work effectively with individuals and large groups.

Education, Training and Experience

1. Post graduate work in school administration, psychology or special education. Advanced training and related experience in the education of individuals with exceptional needs.
2. Knowledge and experience in working with students with emotional disturbance, career/vocational development, and transition assistance.
3. Experience with disability treatment and remediation strategies.
4. Successful experience as a special education (teacher, psychologist, speech pathologist, etc.).
5. Progressively responsible experience in providing leadership in a school or district setting, or both.

6. Possession of an administrative credential.
7. Possession of a pupil personnel credential, special education credential or related credential.
8. Knowledge of curriculum concepts and materials pertinent to special education.
9. Ability to speak and write effectively.
10. Experience in directing/supervising/evaluating the work of others.
11. Experience in staff training or development.

Working Conditions

Environment:

Indoor/outdoor work environment.
Driving a vehicle to conduct work

Physical Demands:

Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.
Hearing and speaking to exchange information and make presentations.
Lifting up to 25 pounds.

Work Year: 207 Days
DMA Salary Range 25

Board Approved: