TUSCOLA INTERMEDIATE SCHOOL DISTRICT Position Description

Position Title: School Mental Health Support Specialist
Department: Instructional Services
Reports To: Instructional Services Coordinator
Prepared By: Jill Ball
Approved by Superintendent: 2/26/20
Revised By: Approved by Superintendent:
Position Description Revised: Date(s):

SUMMARY:
Provides mental health support and services to general education K-12 students with mild to moderate mental health issues and provides appropriate referrals for students in need of more intensive services through the Community Mental Health system.

Purposefully develops positive, professional relationships with district staff, principals, and parents to facilitate practices that support a student’s mental health and participation in the general education setting.

Administers a comprehensive behavioral health assessment including the use of validated screening tools, as indicated, to determine a student’s needs for specific psychological, health, or related services. Develops a treatment service plan, with input from student and parent/caregivers/school staff as appropriate. Assesses the effectiveness of the delivered services toward achieving the student driven goals and objectives.

This is a TIEA position with hourly rate, benefits, and working hours as per the contract between TIEA and the Tuscola ISD Board of Education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Other duties may be assigned.

- Administers comprehensive behavioral health assessments, including functional behavioral analyses using validated screening tools, to determine a student’s specific needs.
- Develops and monitors treatment service plans, with input from appropriate stakeholders, including parents, caregivers, school staff.
- Obtains, integrates, and interprets information regarding a student’s behavior and determine support necessary for success in school and life.
- Provides behavioral health interventions, including counseling and psychotherapy, to address the psychological, behavioral, emotional, cognitive, and social factors important for the prevention, treatment, or management of behavioral health concerns.
- Provides crisis intervention as needed.
- Makes referrals to the Community Mental Health System for additional services when appropriate.
- Visits homes for the purpose of gathering helpful information on student’s background or communicating with parents or caregivers.

SUPERVISORY RESPONSIBILITIES:
None.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below 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.

EDUCATION and/or EXPERIENCE:
Master's degree from a graduate school of social work program, or Graduate degree from an approved school psychology certification program and the completion of a 600 clock-hour supervised practicum in school psychology.

CERTIFICATES, LICENSES, REGISTRATIONS:
Social Worker Qualifications: Valid license from the State of Michigan to practice social work. Certified or eligible for School Social Worker approval from the Michigan Department of Education. All other valid
licenses, certifications, approvals, and registrations required to practice as a School Social Worker in the state of Michigan.

School Psychologist Qualifications: Valid license from the State of Michigan to practice school psychology. Certified or eligible for School Psychologist approval from the Michigan Department of Education. All other valid licenses, certifications, approvals, and registrations required to practice as a School Psychologist in the state of Michigan.

**LANGUAGE SKILLS:**
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions in one-on-one and small group situations to students, staff, parents, administration, and/or members of the business community.

**MATHEMATICAL SKILLS:**
Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to calculate figures and amounts such as discounts, interests, and percentages. Ability to apply mathematical concepts to practical situations.

**REASONING ABILITY:**
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.

**OTHER SKILLS and ABILITIES:**
Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to develop effective working relationships with students, parents, staff, and the school community. Ability to perform duties with awareness of all district requirements and Board of Education policies.

**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 will regularly sit, walk and stand. Specific vision abilities required by this job include close vision. The employee must occasionally lift up to 25 lbs. and push/pull up to 50 lbs. such as equipment or furniture.

**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 quiet. The employee must be able to adjust to working in different areas with different personnel.

The employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the District.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*