

DISTRICT SCHOOL BOARD OF PASCO COUNTY

JOB DESCRIPTION

Mental Health Coordinator

Department: Early Childhood Programs	Job Code: 5215
FLSA: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	Salary Schedule: 84N
Reports To: Director of Early Childhood Programs	Work Days: 206 Days
Board Approved Date: June 5, 2018	Work Hours: 7.5hrs/day

JOB GOAL: Responsible for the development, coordination, and implementation of services that promote social and emotional well-being to children and families in the early childhood program.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Plan, organize, and coordinate program services that provide assistance to eligible participants and help support mental health and emotional well-being of children and families while ensuring all efforts comply with Head Start performance standards and other state and local regulations.
2. Collaborate with interventionists, coaches, social services coordinators, nurses, teachers/caregivers and other stakeholders to provide Multi-Tiered System of Supports (MTSS) that promote academic and emotional success and ensure effective classroom management and positive learning environments for students and families.
3. Assist teachers and caregivers with ways to help model developmentally appropriate social skills lessons within the classroom setting, including ways that promote positive mental health, social, and emotional well-being.
4. Assist staff with identifying and addressing social and mental health issues with children and families to ensure proper behavior modification and treatment programs are instituted; follow up with health professionals and family members to ensure treatment programs are meeting established goals.
5. Implement processes that help identify students at risk of behavioral issues and address ways to limit suspension and expulsion.
6. Build community partnerships to help facilitate access to additional mental health resources and services for students and families.
7. Provide training and guidance to district stakeholders and families in mental health and social well-being processes that help identify community agencies and services for children in need, ensuring quick support and intervention to struggling students.
8. Follow up with students, families, and community partners to ensure at risk youths are attending prescribed counseling services.
9. Consult with parents on successful behavior management programs and suggest community resources that address student needs.
10. Maintain accurate and up-to-date records as required by law, policy, and administrative regulations.
11. Support intervention, referral, and staffing processes for children and families with suspected developmental delay concerns, including transition planning for children and families entering, transitioning within, or exiting the program.
12. Perform other duties as assigned.

MINIMUM REQUIREMENTS:

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS & ABILITIES:

- Ability to work with expectant mothers, infants, toddlers, preschoolers and families
- Knowledge and understanding of community resources and agencies
- Ability to communicate effectively with all stakeholders in written and oral form, including electronic media
- Ability to prepare and maintain required program records
- Ability to maintain collaborative working relationships with all stakeholders
- Ability to effectively use technology in daily work
- Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes

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EDUCATION, TRAINING & EXPERIENCE:

- Must meet all State and Federal requirements for the position according to Head Start Performance Standards
- Master's degree
- Licensed or certified mental health professional
- Experience working in mental health, school psychology, behavior intervention or related field
- Must be at least 21 years of age

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Valid Florida driver license
- Must maintain a driving record that meets the standards of the District Safe Driver II Plan. Driver license must be maintained as a condition of continued employment
- Initial health examination that includes screening for tuberculosis

PREFERRED QUALIFICATIONS:

- Considerable experience working with families in poverty
- Experience facilitating meetings with parents and other community members
- At least three years of experience working in mental health, school psychology, behavior intervention or related field
- **Current and former parents or guardians of children served by the Head Start program will receive preference for employment in vacancies for which they apply.**

PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

<input type="checkbox"/>	Sedentary Work	Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input checked="" type="checkbox"/>	Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.
<input type="checkbox"/>	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)

R	Sitting	Resting with the body supported by the buttocks or thighs.
R	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
O	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
R	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
F	Bending	Lowering the body forward from the waist.
F	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
F	Kneeling	Bending legs at knee to come to a rest on knee or knees.
F	Crouching	Bending the body downward and forward by bending leg and spine
O	Crawling	Moving about on hands and knees or hands and feet

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F	Twisting	Moving body from the waist using a turning motion
R	Reaching	Extending hand(s) and arm(s) in any direction
O	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward
R	Pulling	Using upper extremities to drag, haul or tug objects in a sustained motion
O	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles
R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm
R	Grasping	Applying pressure to an object with the fingers and palm
R	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips
R	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.

WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position with an "X". Please note that there can be more than one condition.)

<input type="checkbox"/>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
<input type="checkbox"/>	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
<input checked="" type="checkbox"/>	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
<input type="checkbox"/>	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
<input type="checkbox"/>	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.
<input type="checkbox"/>	Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
<input type="checkbox"/>	Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	Respirator	The worker is required to wear a respirator.

MACHINES, TOOLS, EQUIPMENT:

(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

General office equipment, including personal computers, fax machines, copiers, telephones, etc.

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation