



**CLASS TITLE: CLINICAL COUNSELOR
MID-MANAGEMENT**

BASIC FUNCTION:

Under the direction of the Director of Student Services, and/or site principal, participates as a team member in determining eligibility of students for services; assesses needs; provides therapy and case management services as a licensed qualified mental health professional to students at risk and/or referred due to mental health concerns. Works with students on developing emotional and social skills with peers and adults; and works with staff on issues related to the educational and emotional success of students.

Mental health services in schools apply learning theory for individuals and groups to improve instruction and coordinate and evaluate plans to meet unique individual needs for learning or behavior problems. Mental health clinicians use research to design prevention and intervention programs, and provide crisis intervention, suicide prevention, and other mental health strategies as part of a student support services team. Mental health services that are provided in schools may include social/emotional and academic counseling, brief interventions to address behavior problems, assessments, and referrals to other systems. Providing mental health services in a school-based setting helps address barriers to learning and provides support so that all students can achieve in school and ultimately in life. Schools are also places where prevention and early intervention activities can occur in a non-stigmatizing environment.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provides direct clinical services as a licensed qualified mental health professional to students diagnosed with mental health concerns and/or have mental health services on their IEPs and/or Section 504 Plans.

Provides case management services to students diagnosed with mental health concerns.

Performs individual assessments to determine educational and mental health needs of students.

Provides contact and consultation to student and family members.

Prepares case history information and develops service plans.

Provides crisis intervention and treatment interventions for students and their families.

Establishes workload priorities and meets deadlines.

Maintains appropriate history, health, and service tracking for each student.

Collaborates with a team to ensure that mental health services successfully assist students in achieving academic success.

Facilitates and/or participates in group and individual meetings, including Student Study Team, Individual Education Program (IEP), and Section 504 meetings.

Board Approved: May 16, 2024

Salary Range: Mid-Management



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Assists in monitoring and follow-up for “at-risk” students for the purpose of enhancing student success in school.

Assists in communicating with outside agencies for the purpose of ensuring successful participation in the academic program and case management.

Assists school sites in developing safe and positive learning environments.

Assists school sites with “at-risk” student referral protocols for the purpose of developing plans or services and/or making recommendations.

Assists site administrators in planning and modifying student support services for identified “at-risk” students.

Communicates with parents, teachers, administrators, and other professional staff to assist them in the understanding and educational planning for students who demonstrate early warning signs of being or becoming “at-risk” for mental health concerns and school failure.

Works cooperatively with school psychologists and IEP teams at sites to provide services to students with disabilities who require counseling and other related services as specified in their IEP.

Conducts risk assessments and collaborates with site administrators for the purpose of supporting students during crisis interventions.

Coordinates, supports, and provides counseling and other intervention activities to students and families.

Identifies resources in the community and makes appropriate referrals for the purpose of providing support to students and families.

Keeps informed on the content and status of current legislation as it relates to “at-risk” students and student and family support service programs.

Prepares documentation (evaluations, observations, case management records, contacts with parents, teachers, and outside professionals, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.

Provides and coordinates parent education and staff in-service for the purpose of providing information on prevention of alcohol, tobacco, and drug abuse.

Provides presentations (classroom, school-wide) on positive school culture and mental health for the purpose of ensuring successful participation in the academic program.

Provides parent education and staff in-service training related to mental health needs.



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OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Current professional behavior management techniques and practices in Special Education environments and technical aspects of field of specialty.
Counseling practices for individuals, groups, and families.
Processes for effective casework practice.
Laws relevant to school social work, ethical issues, and professional issues and standards.
Effective and excellent communication, using English in verbal and written form, use correct grammar, punctuation and spelling.
Leadership and team building skills, strong organizational skills, high self-motivation and aptitude for diversification

ABILITY TO:

Work effectively as part of a team in a collaborative manner
Understand and interpret complex data and abstract concepts
Conduct research necessary to develop behavior treatment plans
Demonstrate positive working relationship with students, staff, and parents.
Utilize Crisis Prevention Intervention or similar methodology for management and behavior intervention
Operate computers, assigned software, and telephones.
Work effectively with severely learning/emotionally disabled adolescents and children
Work with diverse groups of students in varied socioeconomic and multicultural areas
Establish workload priorities and meet timelines
Understand and carry out oral and written instructions
Plan and organize work
Analyze situations accurately and adopt an effective course of action
Work independently with little direction.
Maintain confidentiality of student records
Meet schedules and deadlines
Read/interpret/apply rules, regulations, policies
Rapidly learn methods and materials used in a variety of situations
Willingness to travel locally at times.

EDUCATION AND EXPERIENCE:

Any combination of training, experience, and/or education equivalent to master's degree in psychology, social work, or mental health counseling and one-year experience with children and adolescents in a mental health setting.



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LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California Commission on Teacher Credentialing Pupil Personnel Services and/or School Psychologist credential or registration with the California State Board of Behavior Science as a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW) or Licensed Professional Clinical Counselor (LPCC).

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office environment

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person and on the telephone;

Seeing to perform assigned duties;

Sitting or standing for extended periods of time;

Dexterity of hands and fingers to operate a computer keyboard and other office equipment

Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies

Lifting light objects.