



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

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| Job Title: | Mental Health and Prevention Coordinator | FLSA Status: | Exempt |
| Job Family: | Administrative | Pay Range: | O |
| Prepared/Revised Date: | September 4, 2023 | Job Code: | 33570 |
| | | Days: | 230 |

SUMMARY: Responsible for direct supervision and evaluation of all Mental Health Specialists and the Mental Health Education and Connection Specialist. Provide individual and group clinical supervision to Mental Health Specialists. Provide leadership acting as team lead responder and primary mental health professional to district crisis. Coordinate and collaborate with district departments, administrators, counselors, special service providers, community, and state agencies to promote student well-being and safety. Support the district wide suicide prevention training for PSD staff and responsible for grant management and support.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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.*

| DESCRIPTION OF JOB TASKS | |
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| 1. | Hire, train, evaluate, manage, assign, and support Mental Health Specialists, Mental Health and Education Specialist, and other grant funded positions within Student Services. Provide individual and group clinical supervision of the Mental Health Team |
| 2. | Conduct regular supervision meetings, ongoing consultation, and coordinate year-round, 24-hour availability to all members of the team for emergency consultation and support. Maintain data for the Mental Health Team and create an annual summary. |
| 3. | Function as the lead mental health responder for district crisis response. Collaborates with the security and communications department, district leadership, and law enforcement if necessary, regarding crisis events. Coordinate year round, 24-hour availability to the PSD Crisis Response Team, PSD administrators and principals, and the greater community for assistance with crisis events. Plan and coordinate recovery efforts following the crisis event(s) with the Mental Health Team and affected sites. |
| 4. | Provide consultation and direct support to District administrators and principals on issues of student safety. Collaborate with school counselors, school social workers and school psychologists. |
| 5. | Provide support and oversight of the district wide suicide prevention and education program including recommendation of the suicide screening training for Counselors, Mental Health Specialists, Social Workers, and Psychologists, and the trauma-responsive education and training provided by the Mental Health and Education Coordinator. |
| 6. | Consult with the Director of Student Services on issues related to child abuse and neglect training and support to district staff. Act as a resource to staff regarding child abuse reporting concerns, questions, and consultation needs. |
| 7. | Collaborate with numerous community and state agencies to promote positive working relationships between PSD and the greater Ft. Collins community. Provides advocacy and education on issues related to mental health. Coordinates with community and state agencies to promote student well-being and safety. |
| 8. | Provide oversight and management of grants including County, State, Federal and other grants. Work with Finance and Human Resources to allocate funds appropriately, monitor budget(s) and provide reports when requested. |



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| 9. Coordinate with district level information technology and security department to provide immediate response regarding student flagged email and social media safety where student safety is primary concern. |
| 10. Provide information and report to the Board of Education when requested. |
| 11. Assist in implementing the District's Unified Improvement Plan. |
| 12. Serve as a district liaison to numerous community partners; facilitate/participate on numerous district committees. |
| 13. Attend work and arrive in a timely manner. |
| 14. Perform other duties as assigned. |

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's Degree in Social Work or Psychology with an emphasis in clinical practice.
- Experience providing mental health services within a K-12 educational system.
- Minimum of five years of clinical practice and supervisory experience preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado Administrator or Principal License preferred.
- Licensed Clinical Social Worker (DORA) strongly preferred.
- Valid Colorado driver's license.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Thorough understanding of mental health disorders of children and adolescents.
- Thorough understanding of addiction disorders.
- In depth knowledge and experience with suicide assessment and prevention.
- Working understanding of the impact of mental health issues and the effects of trauma on students' ability to learn.
- Ability to assess students' individual needs and develop appropriate support plans.
- Provide direct support to students and parents in crisis situations, when deemed necessary or at the request of District Leadership.
- Strong public speaking skills with the ability to provide multimedia presentations on the topic of mental health issues of children and adolescents.
- Ability to adapt and grow mental health services in a proactive manner as system needs change.
- Provide leadership and training to school sites regarding safe school climate.
- Must maintain high level of confidentiality.
- Knowledge and understanding of Poudre School District Board of Education policy and Colorado State law.
- Experience with grant writing, grant management and reporting.
- Ability to implement the required process of threat assessment and student safety plans.
- Strong facilitation and conflict resolution skills.
- Ability to work in a variety of settings and respectfully respond to a variety of individual and student circumstances.
- Ability to communicate with a variety of external partners and maintain positive relationships.
- Ability to provide effective crisis response leadership in a variety of crisis events.
- Ability to be on call 24 hours per day.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.



MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

| | POSITION TITLE | # of EMPLOYEES |
|------------------------|--|----------------|
| Reports to: | Director of Student Services | |
| Direct reports: | Mental Health Specialists, Mental Health Lead TOSAs, Mental Health Education and Connection Specialist | 29 |

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|--------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | X | |
| Walk | | | X | |
| Sit | | | X | |
| Use hands to finger, handle, or feel | X | | | |
| Reach with hands and arms | | | X | |
| Climb or balance | X | | | |
| Stoop, kneel, crouch, or crawl | X | | | |
| Talk | | | | X |
| Hear | | | | X |
| Taste | X | | | |
| Smell | X | | | |

| WEIGHT and FORCE DEMANDS: | Amount of Time | | | |
|---------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | X | | |
| Up to 25 pounds | | X | | |
| Up to 50 pounds | X | | | |
| Up to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|----------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | | X |
| Analyze | | | | X |
| Communicate | | | | X |
| Copy | | X | | |
| Coordinate | | | | X |
| Instruct | | | | X |
| Compute | | X | | |
| Synthesize | | | | X |
| Evaluate | | | | X |
| Interpersonal Skills | | | | X |
| Compile | | | X | |
| Negotiate | | | X | |



| WORK ENVIRONMENT: | Amount of Time | | | |
|---------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | X | | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |
| Vibration | X | | | |

| VISION DEMANDS: | Required |
|---|----------|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | |
| Peripheral vision | X |
| Depth perception | X |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |
| Very Loud | |