Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Mental Health Specialist - Multilingual Learners**	FLSA Status:	**Exempt**
Job Family:	**Licensed**	Pay Range:	**T Salary Schedule**
Prepared/Revised Date:	**April 13, 2026**	Job Code:	**21114**

SUMMARY: Responsible for providing individual, family and group mental health services to multilingual students in their first language; collaborate with teachers, principals, and staff to assess, refer, or intervene with students; and provide consultation to individuals, school, and district teams. Collaborate with central Language, Culture & Equity (LCE) staff along with Student Services (SS) Staff for program consultation and development.

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. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Perform individual intervention assessments on students in their native language. Maintain necessary documentation of student interventions.
2. Develop, plan prepare, and implement:
    a. Individual, measurable, long-term, and short-term objectives based on student identified needs in a language they can best access.
    b. Referrals to, and consultations with, other appropriate agencies and community resources.
    c. Effective referral structures for building caseloads based on priority student needs.
    d. Effective prioritization of caseloads and schedules.
3. Assess students' social and emotional development and risk of harm to themselves or others in their native language. Provide suicide risk screenings and interventions when necessary. Communicate effectively with school mental heal special service providers, administration, and parent/guardian as necessary following all district policies and procedures. Translate/interpret parent/guardian communications related to crisis intervention and response as needed.
4. Provide:
    a. Direct services, in students' native language, to multilingual learner students to build social, emotional, and behavioral skills.
    b. Direct instruction on cultural competencies, language copy and resiliency strategies, and self-advocacy skills.
    c. Direct services/consultation to culturally and linguistically diverse families and all staff on intervention strategies for trauma responsive care, culturally responsive and sustaining mental health practices, and support for acculturalization.

5. Assist:
    a. Educators in developing social, emotional, and behavioral strategies to meet multilingual students' needs.
    b. With establishing clear expectations for appropriate student behavior.
    c. With district crisis events and recovery processes.
    d. Language, Culture & Equity staff in how to best serve all multilingual students' universal mental health needs.
6. Monitor student progress, adapt support as needed, and maintain documentation pertinent to academic, social, and emotional progress and needs of students. Maintain confidentiality of student and family information per all district policies and guidance.
7. Communicate students' progress and needs with parents/guardians and other staff as needed. Communicate with parents/guardians in the language they can be understand and access.
8. Collaborate:
    a. With teachers, support personnel, administrators, colleagues and community agencies to improve multilingual student outcomes.
    b. With colleagues in team and building-based meetings and discussions.
    c. LCE and SS meetings as required.
9. Demonstrate a commitment to:
    a. Ongoing training and development in culturally responsive and sustaining practices to best support our students and families from culturally and linguistically diverse backgrounds.
    b. Include and engage families in the student's education.
    c. Support all Poudre School District policies, procedures and expectations.
    d. Provide professional excellence.
10. Participate in:
    a. Multi-disciplinary teams.
    b. Department, team, building, and district meetings and discussions.
    c. Student and/or family conferences and other meetings.
    d. Professional growth opportunities.
11. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree in a mental health field required
- Proficiency in English and a second language required
- Ability to provide intervention in that second language required
- Minimum of 3 years of experience working with multilingual learners and/or immigrant populations preferred
- Specialized professional development in culturally responsive and sustaining practices and/or specialized acculturalization support trainings preferred
- Clinical experience (individual, group and family) preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid US driver's license
- Valid CDE Special Services Provider license with proper endorsement required (Accepted Licenses: School Counselor, School Social Worker, or School Psychologist)
- CPR and First Aid certifications encouraged

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math and accounting skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills required
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment
- Ability to communicate with students, parents/guardians, staff, and community members
- Ability to be a part of and work with a team
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- 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 Office and/or other department software packages
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Coordinator Mental Health and Prevention	
Direct reports:	This job has no direct supervisory responsibilities.	

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

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 feed		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

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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	
Depth perception	
Ability to adjust focus	X

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