

MONROE COUNTY SCHOOLS
POSITION DESCRIPTION
61233PK

Title: **SCHOOL COUNSELOR/MENTAL HEALTH AND DISABILITIES MANAGER**

GENERAL DESCRIPTION

The essential function of this position within the program is to facilitate, coordinate, track and support those students in need of academic, physical or mental health support as well as provide classroom strategies for teachers. The position also includes being a Pre-K advocate on the district level, with the purpose of creating a transitional bridge for students into the Kindergarten.

PRIMARY DUTIES:

Implements, oversees and evaluates the effectiveness of the District's Head Start disabilities services; guides curriculum and program planning, development, and training, in service area.

Ensures proper implementation of program standards and school readiness goals as it relates to service area.

Responsible for supporting the Director in planning and administering the Disabilities and Mental Health program services for children and families.

Makes recommendations for changes in policies and procedures to the programs' administrator as necessary to maintain compliance.

Assists in the development of annual program plans, goals and objectives and methods of measuring program success.

Collaborates with District management, other departments and agencies to implement Head Start and VPK standards to improve services.

Provides expertise, support, and supervision in professional disabilities and mental health content areas to the Education, Health, and Family Services managers. Works within an interdisciplinary team setting with other Head Start staff, using case-management protocols that integrate service areas, to address identified concerns for children.

Facilitates Multi-tiered system of supports (MTSS) through collaboration with staff. Monitors the provision of services for Head Start children with disabilities.

Works with Head Start Health & Safety Manager to track disability referrals and the number of children with disabilities for the program.

Works collaboratively with district school counselors to identify trends of need and develop proactive plans and practices.

Works as interventionist with students, teachers, parents, and/or Mental Health Consultants, to provide comprehensive educational services to all Head Start children with disabilities, mental health concerns, and other special needs; assisting them to develop socially, intellectually,

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physically, and emotionally in a developmentally appropriate manner toward the overall goal of social competence.

Facilitates and/or participates in frequent meetings with teachers, principals and administrators and the programs' supervisor/coordinator to discuss issues in areas of responsibility.

Attends training, conferences, meetings and workshops as appropriate to enhance job knowledge and skills.

Supervises, monitors, and tracks data and reporting for all Disabilities, Mental Health and Counseling Services monthly, quarterly and annually.

Ensures that children receive necessary services offered both by the program and outside organizations.

Provide classroom and student support, along with any other mental health care professional, when a student is in distress to de-escalate emotional trauma.

Provides prevention and/or early identification on suspected disabilities and mental health concerns.

Develops inter-agency agreements, for planning and coordinating any specialized services with agencies and organizations in the community.

Provides onsite observations and follow-up with identified children as needed. Requests additional documentation from teaching staff regarding children and observed behaviors. Ensures services outlined in the IEP/IFSP are integrated into the weekly lesson plans.

Participates in Leadership, site and counselor meetings monthly and additionally as needed.

Develop and lead staff professional development with regards to mental health practices and services.

Generate student outcome and progress reports.

Create an annual Deliberate Practice plan that sets forth both personal/professional goals and student achievement goals.

Write Corrective Action Plans when it is necessary to alter, change or establish new practices.

Update Annual Report with current data to support the necessity and fidelity of the program grant.

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GENERAL RESPONSIBILITIES AND REQUIREMENTS

DATA RESPONSIBILITY: *“Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.*

Compiles, examines, or evaluates data or information and possibly recommends action based on results.

PEOPLE RESPONSIBILITY: *“People Responsibility” refers to individuals who have contact with or are influenced by the position.*

Instructs or trains others through coaching, explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

ASSETS RESPONSIBILITY: *“Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.*

Requires some responsibility for achieving minor economies and/or preventing minor losses through the handling of or accounting for materials, supplies, or small amounts of money.

MATHEMATICAL REQUIREMENTS: *“Mathematics” deals with quantities, magnitudes, and forms and their relationships and attributes by the use of numbers and symbols.*

Uses addition, subtraction, multiplication, and division; may compute ratios, rates, and percent.

COMMUNICATIONS REQUIREMENTS: *“Communications” involves the ability to read, write, and speak.*

Reads journals and manuals; prepares specialized reports and business letters using proper format and grammar; speaks to groups of employees and people outside the organization.

COMPLEXITY OF WORK: *“Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.*

Performs coordinating work involving guidelines and rules with constant problem solving; requires continuous, close attention for accurate results or frequent exposure to unusual pressure.

IMPACT OF DECISIONS: *“Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.*

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

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EQUIPMENT USAGE: *“Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.*

Handles machines, tools, equipment, or work aids involving some latitude for judgment regarding attainment of standard or in selecting appropriate items.

SAFETY OF OTHERS: *“Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.*

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION REQUIREMENTS: *“Education Requirements” refers to job specific training and education required for entry into the position.*

Requires a minimum of a bachelor’s degree in early childhood education or related field.

Master’s degree is preferred.

Experience mentoring or coaching other pre-school teachers is preferred.

5 years classroom teaching experience preferred.

LICENSES, CERTIFICATIONS, AND REGISTRATIONS REQUIRED: *“Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.*

Requires a valid state driver’s license.

Must have or attain a school counselor certification or related license/certification (BCBA, LBCBA, LCSW, MSW) within timeframe set by district requirements.

CLASS Certified Observer certification preferred.

WORK EXPERIENCE REQUIREMENTS: *“Experience Requirements” refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.*

Requirements related to Head Start Program content areas to meet compliance with Head Start Standards.

Bilingual Spanish-or Haitian Creole speaking is preferred.

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TECHNOLOGY AND COMPUTER PROGRAMS

Be proficient in Microsoft Word, Excel, Google drive, Google Teams. Other programs used are Child Plus software, Teaching Strategies Gold, Bright Beginnings VPK assessment, Ages and Stages, Waterford Early Learning Program, and Renaissance STAR Early Literacy

LEADERSHIP/SUPERVISORY RESPONSIBILITIES:

Communicate with teachers the needs and progress of students, based on their individual IEP's, MTSS plans or counseling goals. Assist in providing materials, strategies, resources or trainings to help students grow and achieve program goals.

PERSONAL/ORGANIZATIONAL CONTACTS:

You will have regular contact with students, families, and other staff. The purpose of contact is to explain and teach support strategies, reports, progress and student needs. Some information may be sensitive and confidential, requiring discretion.

WORKING/ENVIRONMENTAL CONDITIONS:

Travel to other sites is required. A home office will be established at the closest site available to you. Be prepared to transport materials, supplies and references for classroom support and professional development activities.

AMERICANS WITH DISABILITIES REQUIREMENTS

PHYSICAL DEMANDS: *"Physical Demands" refers to the requirements for physical exertion and coordination of limb and body movement.*

Requires sedentary work involving standing or walking for brief periods, exerting up to 10 pounds of force on a regular basis, and some dexterity in operating office equipment.

UNAVOIDABLE HAZARDS: *"Unavoidable Hazards" refers to unusual conditions in the work environment that may cause illness or injury.*

The position is exposed to no unusual environmental hazards.

SENSORY REQUIREMENTS: *"Sensory Requirements" refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.*

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Monroe County School District is an Equal Opportunity Employer. ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.