

MENTAL HEALTH FIRE RECOVERY COUNSELING SPECIALIST

Definition:

Under the general supervision of a certificated school administrator, provides mental health services to students, including counseling and consulting to assist in meeting the social, emotional and educational needs of students in Sonoma County public and private schools, who were affected by the 2017 wildfire tragedy.

Distinguishing Characteristics:

- Consult with teachers, administrators, specialists, agency and district personnel and parents.
- Counsel students, in individual and group settings.
- Focused outreach to impacted staff.
- Coordinate behavior management programs.
- Collaborate with teachers and classroom teams to support the implementation of classroom behavior management programs under the general direction of the Special Education Principal.

Supervision Exercised and Received:

General direction is provided by a certificated school administrator.

Example of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Identifies and implements mental health services including classroom lessons, small group interventions, and individual counseling that are appropriate to the classroom population and needs.
- Participates in student study team, Section 504, and/or IEP meetings, as requested.
- Documents services including session notes, daily time logs, etc.
- Acts as liaison between public, private agencies and county programs for the purposes of developing and maintaining knowledge of referral sources and local support providers.
- Develops, coordinates and provides training to staff, parents, agency and district personnel.
- Maintains professional competencies in areas of responsibility.
- Maintains contact with and participates in professional job-related organizations and serve as a liaison to professional groups.
- Performs related duties as assigned.

Employment Standards:

Knowledge of:

- ***Knowledge of and/or willingness to be trained in trauma-informed counseling practices.***
- Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility.
- Principles, practices, methods and strategies applicable to curriculum development in the areas of social, emotional and behavioral learning and strategies for implementation.
- Mental Health Services and counseling techniques.
- Identifying a typical student learning and behavior characteristic.

Ability to:

- Counsel students and parents in individual and group situations.
- Select and apply appropriate social/emotional learning curriculum and programming.
- Write coherent and comprehensive mental health service reports.
- Communicate effectively both orally and in writing.
- Establish effective working relationships with staff, district personnel, other agencies and the public.
- Be flexible and receptive to change.
- Adapt to periodic heavy workload.
- Maintain regular and reliable attendance.
- Identify and implement age and need appropriate mental health services including classroom lessons, small group interventions, and individual counseling.
- Provide written reports analyzing, interpreting and summarizing, observations and information from school personnel, students and parents.
- Act as liaison between public and private agencies and county programs.
- Develop, coordinate and provide in-service training to staff, parents, agency and district personnel.
- Maintain professional competencies in areas of responsibility.
- Maintain contact with and participate in professional job-related organizations and serve as a liaison to professional groups.
- Perform related duties as assigned.

Computer Skills:

- Basic Word Processing skills, such as the ability to format, save files for cross-platform use and in different versions, work with toolbars, menus, and rulers, insert graphics, use borders, and print labels and envelopes.
- Basic Database skills, such as the ability to sort and retrieve records; create layouts, reports, create and print mailing labels; perform mail merge for form letters; add, edit, delete fields and records.
- Basic spreadsheet skills, including the ability to open, modify, save, and print a new or existing spreadsheet, and enter text and numbers.
- Basic email skills, including the ability to send and open a file attachment.
- Basic Internet usage including the ability to use tools to view web pages, use a search engine, bookmark a site, download a file; print out web pages, copy text, edit bookmarks, print web pages, and observe copyright regulations.

Education and Experience:

Any combination of education and experience that would provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- A Master of Arts/Sciences Degree from an accredited college or university with an emphasis in social work, educational psychology or closely related field.
- One (1) year of fieldwork in an accredited social work, counseling or related program.

Experience:

- At least (1) year experience as a professional (Intern year will be considered) in a school district is desirable.
- A background or experience/interest working with students with issues related to trauma.

Credentials:

- Pupil Personnel Services Credential in the areas of School Social Work, School Counseling, and/or School Psychology; or, MFT, or LCSW and eligible to apply for an intern PPS credential by meeting the education/experience requirements above and willing to pursue completion of credential program.

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Positions in this classification work indoors and sit for long periods of time.
- The position requires daily oral communication in person and on the telephone, and frequent written communication.
- Requires speaking and hearing ability sufficient to hear over phone and carry on routine conversations.
- The work involves operating a computer, calculator, copier, and other equipment, and involves repetitive arm and hand movement.
- Requires hand-eye-arm and finger dexterity to use a personal computer keyboard, ten-key, and other common office equipment.
- Entering data by touch requires the ability to hear computer alarms for errors.
- Forms and copies are color coded, requiring the ability to distinguish among colors.
- Requires visual acuity sufficient to recognize people, words, and numbers.
- Reaching and lifting up to forty (40) pounds, with assistance.
- Must have normal vision (20/20), corrected or uncorrected.

Work environment:

The following conditions may be present:

- Walking on uneven ground when outdoors.
- Exposure to student illness, injuries, infections and bodily fluids.
- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by the Sonoma County Office of Education, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- A current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.