

## **SCHOOL DISTRICT OF OKEECHOBEE COUNTY**

### **Mental Health Resource Teacher**

#### **JOB DESCRIPTION**

##### **QUALIFICATIONS:**

- (1) Master's degree in Mental Health Counseling or equivalent from an accredited educational institution.
- (2) Florida Licensure preferred; Registered Mental Health Intern Required if not licensed unless certified as a School Counselor or School Social Worker.
- (3) Florida Licensure in Mental Health Counseling required within first 12 months of employment unless certified as a School Counselor or School Social Worker
- (4) Valid Florida teaching certificate or Statement of Eligibility preferred.
- (5) Three (3) years successful experience in teaching or counseling recommended
- (6) Must meet the Elementary and Secondary Education Act regulations and requirements.
- (7) Satisfactory criminal background check and drug screening.

##### **KNOWLEDGE, SKILLS AND ABILITIES:**

Ability to read, interpret, and follow State Board of Education rules, Code of Ethics, School Board policies, and appropriate state and federal statutes. Knowledge and understanding of human development and the unique needs and characteristics of students served. Knowledge of state and federal laws around threat management. Knowledge of district protocol and procedure in assisting with threat management and suicide assessments. Knowledge and understanding of guidance and counseling principles, programs, and services. Knowledge of tests and measurement theory. Knowledge of community resources and services available for student assistance. Knowledge of exceptional education procedures. Knowledge of community and state services. Ability to counsel and assist students, parents, and school personnel in the resolution of problems in student learning, behavior, and mental health. Ability to administer student assessment and evaluation instruments. Ability to analyze and use data. Ability to communicate orally and in writing, with parents, school personnel and the public. Ability to maintain confidentiality. Ability to maintain sensitivity to multicultural issues. Ability to use a computer.

##### **REPORTS TO:**

Director of Mental Health and Behavioral Supports  
(MHBS)

##### **JOB GOAL**

To assist schools in assessing students deemed in crisis and to provide or refer eligible students for mental health counseling as well as assist the MHBS Director with student observation, threat management including documentation, state reporting requirements, and daily tasks required in the MHBS department

##### **SUPERVISES:**

N/A

## **PERFORMANCE RESPONSIBILITIES:**

### **Planning/Preparation**

- \*(1) Develop guidance program and services based on developmental needs of students, needs assessments, and school and district priorities.
- \*(2) Establish short- and long-range plans based on student needs as well as school, district, and state priorities.
- \*(3) Communicate goals and services of the counseling programs to school administration, staff, students, and parents.
- \*(4) Establish priorities and an implementation schedule for counseling and exceptional student service programs.

### **Administrative/Management**

- \*(5) Review, evaluate, and select a variety of materials to support a well-balanced student counseling program.
- \*(6) Implement, coordinate, and monitor schoolwide student counseling services and activities.
- \*(7) Establish an environment for an effective counseling program.
- \*(8) Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules, and policies.
- \*(9) Maintain student records according to established guidelines.
- \*(10) Assist the MHBS Director with student observation, threat management, suicide assessments, assessment documentation, school correspondence, and various daily tasks in the MHBS department.
- \*(11) Use technology resources effectively.

### **Assessment/Evaluation**

- \*(12) Demonstrate knowledge of theories, techniques, and instruments used for assessments of mental health.
- \*(13) Assist with the administration of tests and screening instruments, interpret scores for mental health, and communicate results.
- \*(14) Explain nature and purpose of mental health assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals.
- \*(15) Exercise confidentiality in the sharing of test results.
- \*(16) Use relevant assessment data to make recommendations to students, parents, teachers, and other professionals.
- \*(17) Help and assist where needed with threat assessment and threat management on any school site.
- \*(18) Evaluate counseling program objectives using feedback from students, parents, and staff through school improvement activities and climate surveys.

### **Intervention/Direct Services**

- \*(19) Recognize, appreciate, and serve the cultural differences and special needs of individuals and families.
- \*(20) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.
- \*(21) Observe students (and offer intervention support) in class or on campus who are exhibiting signs of behavioral deregulation or emotional distress.
- \*(22) Conduct crisis interviews with students and parents, teachers and administrators.
- \*(23) Develop and maintain a directory of service agencies and specific contracts available to students and their families for mental health services.

### **Technology**

- \*(24) Provide technical support for administrators and guidance counselors in the area of mental health issues.

\*(25) Use technology to review student assessment data.

\*(26) Use technology for administrative tasks.

#### **Collaboration**

\*(27) Consult with students, parents, teachers, and other school staff to assist in meeting needs of students.

\*(28) Apply knowledge of effective consultation procedures in working with parents, students and others.

\*(29) Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, and community services.

\*(30) Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.

\*(31) Assist with any other MHBS daily task that will support the Director of Mental Health and Behavioral Supports

#### **Staff Development**

\*(32) Develop and implement an annual Professional Development Plan in accordance with district and state requirements.

\*(33) Provide information to and/or inservice for teachers, administrators, and other school staff.

\*(34) Keep informed of current trends in counseling and guidance.

\*(35) Participate in meetings, training sessions, and other activities for improvement of professional knowledge and skills.

#### **Professional Responsibilities**

\*(36) Maintain professional and ethical standards as outlined by the American School Counselor Association and The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

\*(37) Prepare all required reports and maintain all appropriate records.

\*(38) Use positive interpersonal skills to encourage cooperative efforts between staff, students, families, and the community.

#### **Student Growth and Achievement**

\*(39) Ensure that student growth and achievement are continuous and appropriate schoolwide.

\*(40) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Perform other tasks consistent with the goals and objectives of this position.

#### **\*Essential Performance Responsibilities**

#### **PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

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#### **TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the district's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

#### **EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved: April 24, 2024