

## **BEDFORD COUNTY BOARD OF EDUCATION**

### **TITLE: SEL and Mental Health Coordinator**

#### **QUALIFICATIONS**

1. Master's degree preferred
2. Specialized training and knowledge in school counseling, social work, psychology, trauma informed practices, mental health, education, etc.
3. Administrative or supervisory experience preferred
4. 5-7 years of work related experience
3. Intermediate computer skills.
4. Meets all health and physical requirements.

#### **JOB GOAL**

To provide consultative and direct services to K-12 counselors, principals, teachers, and students to ensure the development and implementation of services that will meet students' needs with a focus on Social Emotional Learning and well-being.

#### **ACCOUNTABLE TO**

Director of Schools

#### **ESSENTIAL FUNCTIONS (not an exhaustive list)**

- Attend training and /or meetings as directed.
- Maintain a professional relationship with all colleagues, students, parents, and community members.
- Leads school counselor PLCs.
- Leads and assists in the development of a K-12 curricular program for school counselors.
- Leads and assists in the development of district mental health programs and initiatives.
- Serves as a liaison to a broad range of community agencies and practitioners and works with them in providing comprehensive services.
- Assists in the implementation of specific initiatives or programs, including Bullying Prevention, Sexual Abuse Prevention, Suicide Prevention, School Counselor training, or other identified programs/departments to ensure compliance with the federal, state or local laws, procedures or guidelines.
- Implement early identification and referral systems and school and community-based targeted and intensive mental health interventions.
- Implement proposed evaluation plan for outcome and performance measures.
- Assimilate and submit all required forms, data, and reports in a timely fashion.
- Participate in the RTI<sup>2</sup>-B (Response to Intervention) teams at each school, as necessary.
- Observe classrooms, as requested, and provide targeted feedback and strategies to support students in need of SEL intervention including providing strategies for data collection related to SEL competencies. Provide individualized, classroom-based and/or team-based support to implement resources and tools for social emotional learning, mental health, and well-being of students.
- Assist with Crisis Intervention/Student Support as requested.

- Consider data and work with teachers to make changes in both management and instructional practices.
- Facilitate the integration of social emotional learning as a regular part of proactive classroom behavior management system to assist with instructional delivery.
- Implement multi-tiered school wide system of positive behavior support for students.
- Create and annually update the district's Social Emotional Learning Action Plan.
- Oversee implementation of SEL curriculum in grades K-12 across schools in coordination with the Supervisor of Curriculum and Instruction.
- Assist administrators in ongoing professional development for staff in SEL programming, including summer training for new teachers and regularly scheduled workshops on SEL topics throughout the school year.
- Work with appropriate staff to explore and develop opportunities to get recognition for SEL accomplishments in schools and for publicity and grant opportunities related to SEL
- Coordinate grants and compile reports related to mental health, SEL, trauma, etc.
- Work in coordination with administration to facilitate modeling SEL in classrooms and providing direct support to teachers.
- Develop, provide, and coordinate professional learning opportunities related to mental awareness, trauma informed practices, restorative practices, as well as others as determined by needs assessment.
- Encourage SEL professional development and regular communication with school principals about program implementation and building culture and climate.
- Work to develop and distribute communication materials related to SEL including flyers and brochures for parents and updates and SEL calendar events/activities/happenings for staff.
- Work with appropriate district and school personnel to maintain portions of school and district websites related to SEL programming.
- Work with the administration to provide reports as needed for various administrators, district teams/committees/groups.
- Represent the school/district, in terms of SEL efforts, to the local community, and beyond as appropriate.
- Provide in-service training to parents, community agencies, student groups and educational staff members, addressing the promotion of positive mental health principles related to educational success.
- Consults with principals and staff concerning social emotional learning needs of students.
- Creates and works collaboratively with other departments for the integration of district wide social and emotional learning education aligned with the district's strategic plan.
- Uses data to regularly evaluate the effectiveness of programs, make decisions and recommend adjustments to the SEL program if necessary.
- Support the school's screening procedure, training, and data collection.
- Support school teams and principals in developing pre-referral strategies in response to student's behavioral and social emotional needs within their least restrictive environments.
- Participate and facilitate a variety of meetings including case reviews, multi-agency staffing and other related meetings.

## **PHYSICAL DEMANDS**

Must have and maintain physical, sensory, emotional, and mental abilities necessary for effective communication in person, in writing, and by telephone. Must have good memory, be able to organize thoughts and activities, do mathematical computations, and articulate clearly. Must be able to work occasional nights and weekends, participate in occasional overnight travel, and provide own transportation during performance of duty. Must be able to appropriately handle stress.

## **TEMPERAMENT (Personal Traits)**

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with people beyond giving and receiving instruction.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

## **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.

Verbal: Ability to understand meanings of words and the ideas associated with them.

Numerical: Ability to perform arithmetic operations quickly and accurately.

Manual Dexterity: Ability to move the hands and fingers easily.

## **WORK CONDITIONS**

Normal working environment.

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

**SALARY** - As per current state and local salary schedules plus 40 days.

**CONTRACT LENGTH** - 240 days.

**SICK LEAVE** - 1 day per month of service

**PERSONAL/PROFESSIONAL** - 2 days per year for a certified employee

**VACATION** - As per current Board Policy

**EVALUATION** - Performance will be evaluated in accordance with local and state guidelines.

**FSLA STATUS** - Exempt