

**EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT
JOB DESCRIPTION**

School-based Mental Health Provider

Reports to: Director of Special Education; Early On assignments reports to Director of Early Childhood

Purpose of Position: Provide evaluation services and specially designed instruction and interventions to eligible students to ensure educational and developmental benefit.

Period of Employment: 190-210 days

Level I Qualifications:

- Licensed Social Worker (BSW)
- Licensed Professional Counselor

Level II Qualifications:

- Licensed (limited or full) master's level psychologist, social worker, marriage and family therapist, or counselor
- Educational background and/or work history in adverse childhood experiences, risk assessments, play therapy, and/or crisis intervention preferred

Level III Qualifications:

- Meet all criteria specified under R340.1799f in the Michigan Administrative Rules for Special Education
- Master's degree from a graduate school of social work program approved by the state board of education
- A minimum of a 500-clock hour supervised social work practicum
- Recommendation for temporary approval from an approved university school of social work training program

Level I and II and III Duties and Responsibilities:

- Assist students in gaining skill in areas such as self-regulation, social skills, problem-solving, and independence
- Provide consultative services as indicated in the student's Individual Education Plan, Plan of Care, or Individualized Family Service Plan designed to support full access to the educational environment
- Facilitate universal mental health screenings at the school level, conduct additional assessments and triage students for further follow up as required
- Develop and/or implement individual therapeutic treatment plans for students meeting a risk ratio threshold
- Participate in functional behavior assessments, Emergency Student Assistance Teams/School-based Risk Assessments, and provide relevant data related to social-emotional functioning for in the school setting
- Implement therapeutic intervention groups aligned with student needs in the school setting
- Develop/implement social stories and other evidence-based behavior supports with assigned students
- Participate in Positive Behavior Intervention and Support activities for assigned buildings

- Assist in the coordination of referrals for placements and diagnostic services not available within the service area
- Serve as a member, facilitator, or coach for best practice teams related to School Social Work such as Inclusion Team, regional Youth Mental Health Committee, Restorative Practices/PBIS, Substance Use Disorder Workgroup, and Multi-Tiered Systems of Support (MTSS)
- Design/provide treatment and/or therapeutic intervention to meet the unique needs of individual children
- Participate as a member of regional teams such as PREPaRE, PBIS, and Emergency Student Assistance – Risk Assessment Team
- Serve as liaison between school and parents and model problem solving skills to resolve conflict between home, school, and community
- Provide interventions and/or educational programming designed to develop social-emotional skills of children in the school setting
- As needed, become a trainer in social-emotional/mental health related topics and provide professional learning to regional staff, parents, and community-based partners
- Assist in development and implementation of Functional Behavioral Assessments, Behavior Intervention Plans, Emergency Student Assistance and School-based Risk Assessments
- Assist in the coordination of referrals and diagnostic services not available within the service area
- Timely documentation for all required compliance activities to include progress reports, input to the IEP/IFSP, and School-Based Health Services billing
- As needed for completion of duties, attend meetings outside of normal working hours, regular travel throughout the service area, and periodic statewide travel
- Must have regular and reliable attendance
- Remain free of substance abuse and/or illegal drug use at all times
- Other duties as may be assigned by the immediate supervisor

Level III Duties and Responsibilities:

- Conduct special education evaluations assigned as per state and EUPISD guidelines to include serving as a member of the Multidisciplinary Evaluation Team (MET), writing an individual and/or collaborative report, and interpreting social or developmental histories and assessments to school personnel, parents, community-based partners and when appropriate, the student
- Design and provide specially designed instruction to build skills in areas including, but not limited to self-regulation, social skills, problem-solving, and independence

Early Childhood Duties and Responsibilities - *Including but not limited to:*

- Michigan Infant Mental Health Endorsement (preferred, not required)
- Attend Early On team meetings
- Identify, mobilize, or coordinate community resources and services to enable children and families to receive maximum benefit from early intervention services.
- Conduct developmental assessments, observations, and routines-based interviews in accordance with Part C evaluation protocols
- Provide parent education, assistance to community-based partners, and direct services to children specifically in the areas of infant mental health, social and emotional development, and transition to school-based settings

Wages and Fringes:

Commensurate with EUPIEA Master Agreement