



CAJON VALLEY UNION SCHOOL DISTRICT PERSONNEL COMMISSION

Job Class Description

| <u>MENTAL HEALTH CLINICIAN II</u> | | | |
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| DEPARTMENT/SITE: | District Department or School Site | SALARY SCHEDULE: | Classified Bargaining Unit |
| | | SALARY RANGE: | 46 per 2023-2024 Schedule |
| | | WORK YEAR: | 11 Months (221 or 237 Days) |
| REPORTS TO: | Manager, Mental Health Services | FLSA: | Non-Exempt |

BASIC FUNCTION:

Under the direction of the Manager, Mental Health Services and/or designee, provide direct mental health services for assigned eligible students at various school sites within the District; provide assessment, intervention and ongoing therapeutic services, including individual, group and parent counseling; perform case management, and treatment coordination and collaboration; support the therapeutic milieu in specialized behavioral programs. The incumbents in this classification assist in providing students with mental health services which directly supports student learning.

DISTINGUISHING CHARACTERISTICS:

The **Mental Health Clinician (MHC) I** classification is license-eligible and working under the supervision and close review of the licensed and certified **Manager, Mental Health Services** to gain clinical experience required to qualify for licensure. Incumbents perform the same mental health services as a **Mental Health Clinician (MHC) II**; however, incumbents are not fully licensed and require mandated supervision. The **Mental Health Clinician (MHC) II** classification provides a variety of mental health services for eligible students. Incumbents are fully licensed per California Board of Behavioral Sciences (BBS) as a Licensed Marriage Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), Marriage Family Child Counselor (MFCC), or Licensed Professional Clinical Counselor (LPCC). **Mental Health Clinician (MHC) II** is not mandated to receive supervision; however, minimal supervision support is provided for the purposes of accountability and to ensure optimal mental health services for students.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

Provide direct mental health services including, but not limited to, consultation; assessment; observation; individual, group and parent counseling; treatment coordination and case management for eligible students.

Perform clinical assessments, conduct interviews, make observations, and recommend diagnosis; use psychosocial case histories, psychological test results and educational assessment tools to evaluate and assess the nature and extent of an individual’s condition; develop and implement treatment or educational plans; complete related reports, as needed.

Plan, prepare, and conduct individual and group counseling designed to make progress on goals and improve social and emotional functioning and development; provide service in the milieu, educational, home or community settings.

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Implement IEP goals related to individual counseling and guidance, and/or parent counseling, as written; collect data and document progress on goals.

Meet with students, family members and school staff to interpret and explain the social and emotional factors pertaining to disability and/or mental illness and the methods of alleviating mental, emotional, and environmental problems.

Provide crisis support through behavioral interventions, assisting students to maintain/obtain/regain success in their academic and social environments; conduct risk screening.

Maintain consistent collateral contact, collaboration, case management, and consultation with the IEP team members, including family members, external service providers and school/District officials regarding the student's needs and goals as well as progress.

May participate in the District crisis intervention team.
Make referrals to appropriate resources in the community.

Maintain confidentiality of student records and information.

Consult with community agencies on the identification and management of social and mental health issues.

Participate in the development of any District or school-wide initiative or policy related to the promotion of student well-being and mental health.

May work a flexible schedule to meet with families and provide family counseling sessions per IEP and/or other identified services.

Provide all related services for identified students per the IEP.

Prepare and present oral and/or written reports; maintain records related to assigned functions, i.e., document all Special Education services provided in the State Special Education Information System (SEIS); Service Tracker, complete Medi-Cal billing, etc.

Operate a variety of office equipment, including a computer and assigned software; drive a vehicle to conduct work.

Participate in ongoing regular clinical supervision, monthly staff or other meetings and professional learning, as assigned.

UH Adhere to the legal and ethical requirements and standards of the individual's licensing board with Disabilities Education Act or in

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Trauma-Informed Care.

Child abuse reporting and related regulations.

Applicable state and federal laws, codes, regulations, policies, and procedures, including those related to Individuals with Disabilities Education Act (IDEA), Health Insurance Portability and Accountability Act (HIPPA), and Family Educational Rights and Privacy Act (FERPA).

ABILITY TO:

Evaluate a complex psycho-social history, conduct assessments, make diagnoses, and develop an appropriate treatment plan.

Monitor, evaluate, and adjust individual treatment plans, programs, and therapy interventions in response to student needs and progress; decrease impairing symptomology and increase functioning in the home, school, and community settings.

Perform crisis intervention.

Facilitate individual, family, and group counseling.

Facilitate support groups.

Maintain records and prepare reports electronically.

Communicate effectively orally and in writing.

Establish effective working relationships with those contacted in the course of work.

Work collaboratively with students, parents, administrators,

