

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

POSITION

MENTAL HEALTH COUNSELOR
RPCEA

DEFINITION OF POSITION

The Mental Health Counselor will provide specialized mental health support to students with Section 504 Plans (504s) and/or individualized education plans (IEPs) across Preschool-Age 22 students. This position is responsible for assessing, counseling, and collaborating with school staff, parents, and other professionals to support the mental, emotional, and social development of students in need of mental health services. The counselor will ensure that mental health services are integrated within students' 504s and/or IEPs and collaborate with multidisciplinary teams to meet the unique needs of each student. The Mental Health Counselor reports to the Director of Special Education or other designee.

EXAMPLES OF DUTIES

The following are typical duties and responsibilities for positions in this classification. Any single position may or may not perform all of these tasks, and/or may perform similar related tasks not listed below.

Counseling and Support:

- Provide individual and group counseling services to students with emotional, behavioral, and mental health needs, as outlined in their 504s or IEPs.
- Develop and implement therapeutic interventions that support students' academic, emotional, and social well-being.
- Work with students to develop coping strategies, enhance self-esteem, and manage stress and anxiety.

IEP Development and Implementation:

- Collaborate with education specialists, general education teachers, school psychologists, social workers, and administrators to create and implement 504s or IEPs that address mental health goals.
- Provide input during 504 or IEP meetings, including recommendations for mental health-related accommodations, goals, and services.
- Monitor students' progress toward IEP goals related to mental health and provide regular updates to parents and the IEP team.

Assessment and Evaluation:

- Conduct mental health assessments and evaluations to inform the development of 504s or IEPs and to track student progress.
- Use evidence-based tools and strategies to identify mental health concerns and provide appropriate interventions.
- Collaborate with other professionals to assess students' overall needs and provide integrated support.

Collaboration and Communication:

- Serve as a key member of the multidisciplinary IEP or 504 team, ensuring mental health considerations are a part of each student's educational plan.

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- Communicate regularly with parents, guardians, and caregivers about students' progress and mental health needs.
- Provide consultation and guidance to teachers and staff on supporting students with mental health needs in the classroom.

Crisis Intervention:

- Provide crisis intervention as needed, assessing immediate mental health concerns and ensuring the safety and well-being of students.
- Work with school administrators to create and implement safety plans for students experiencing mental health crises.

Professional Development and Training:

- Stay current with best practices, trends, and legal requirements related to mental health services in schools.
- Provide training and professional development for staff on mental health issues, behavioral strategies, and creating supportive classroom environments for students with mental health needs.

Other Related Duties:

- Perform other related duties as assigned

DESIRABLE QUALIFICATIONS

Knowledge of:

- Special Education laws, regulations, and best practices, including IDEA and Section 504.
- Trauma-informed practices and techniques for supporting students with a history of trauma.

Abilities:

- Strong clinical skills and the ability to assess, diagnose, and treat mental health conditions in children and adolescents.
- Create and implement effective mental health interventions and IEP goals.
- Excellent communication and interpersonal skills, including the ability to work effectively with students, parents, teachers, and administrators in both oral and written form
- Work in a positive manner with students and staff members, while exhibiting patience and compassion.
- Remain calm and professional in crisis situations and provide immediate support as needed.
- Work with frequent interruptions. Strong organizational skills and the ability to manage multiple responsibilities in a fast-paced school environment.
- Recognize student strengths and weaknesses, and effectively communicate observations as appropriate.
- Contribute relevant feedback/information on student progress through observation, interaction, and maintaining accurate records.
- Report potential needs or difficulties to staff.
- Work independently as necessary.
- Knowledge and application of cultural diversity.
- Maintain regular, reliable and punctual attendance.
- Attend meetings and special functions as requested by the principal or supervising teacher during

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contractual day.

EXPERIENCE/EDUCATION

Bachelor's degree in Counseling, Social Work, Psychology, or a related field. A Masters degree is highly desirable. Possess a California PPS Credential in School Counseling, School Social Work, or School Psychology. Experience providing mental health services in a school setting, with preference for experience working with Preschool-Age 22 students with IEPs is preferred. Bilingual (Spanish) is highly desirable.

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee may occasionally encounter outside weather conditions, walking on uneven ground when outdoors; exposure to student illness, injuries, infections and bodily fluids. May be required to maneuver into awkward positions. The noise level in the work environment is usually moderate.

Sitting: Frequently

Standing/walking: Frequently

Waist bending: Occasionally

Neck bending: Occasionally

Squatting: Rarely

Climbing: Rarely

Kneeling: Rarely

Crawling: Rarely

Neck twisting: Occasionally to frequently

Waist twisting: Occasionally

Pushing/pulling: Rarely

Running: Occasionally to Frequently

Reaching:

Above shoulder: Occasionally

Below shoulder: Frequently

Lifting/Carrying:

0-10 lbs: Frequently – weights carried 50 to 100 feet at a time

11-25 lbs: Occasionally – weights carried up to 100 feet at a time

26-50 lbs: Occasionally – weights carried from 10 to 100 feet at a time

51+ lbs: Rarely

Hand Activities:

Repetitive hand use: Frequently

Simple grasping: Frequently

Power grasping: Occasionally

Fine manipulation: Frequently

Hand and arm twisting/turning: Occasionally

Computer operations/writing: Frequently

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OTHER REQUIREMENTS

- Fingerprint clearance prior to employment
- TB clearance prior to employment
- Compliance with current health mandates
- Completion of mandated trainings
- Obtain basic first aid and CPR certifications
- Valid California driver's license and the ability to drive between multiple locations

BOT 4/22/2025