

Position: Crisis Prevention & Intervention Manager (Manager II – Crisis)

### **Summary**

Under the direction of the Director of Student Support Services, the Crisis Prevention and Intervention Manager shall develop and implement appropriate crisis preparedness and response using existing resources (staff and community) to enhance a positive learning environment through the promotion of positive mental health practices. The Crisis Prevention & Intervention Manager is a pivotal member of the district coordinated school mental health and safety program and addresses the mental health care needs of students as they relate to education. The Crisis Prevention and Intervention Manager fosters relationships between school and community mental health resources to improve access to services associated with positive mental health.

### **Essential Duties and Responsibilities**

1. Coordinates crisis prevention, intervention, and postvention strategies for individuals, groups, and school sites throughout the district.
2. Provides crisis guidance for individual students, groups of students, and families.
3. Provides case management services to the district's foster youth.
4. Supports parents/guardians in addressing crises involving their student related to school performance such as truancy, substance abuse, suicide risk inquiry, assaults, child abuse, mental health issues, adjustment problems, and family-child conflict.
5. Provides consultation to sites and staff regarding appropriate crisis response for individual students and/or their families.
6. Provides education and staff development for faculty and other staff on issues of social/emotional health and the developmental attributes of children and adolescents.
7. Consults with site, district staff, and community groups planning parent education programs.
8. Collaborates with community partners regarding mental health and social service programs available to students and families.
9. Provides referral information to families related to accessing community mental health services.
10. Develops and implements suicide and threat risk assessments.
11. Serves as a management representative in community and staff meetings.
12. Participates in developing a positive school learning environment throughout the district based on restorative practice principles.
13. Provides leadership and participates in special studies and projects.
14. Compiles data and generates reports related to student mental health and development.
15. When assigned by the Director of Student Services, a Crisis Prevention & Intervention Manager may develop and manage an internship program for interns enrolled in Marriage and Family Therapy or Clinical Social Worker programs.
  - a. This requires the Crisis Prevention & Intervention Manager to have the following additional qualifications:
    - i. Valid Marriage and Family Therapy License; eligibility to supervise interns
    - ii. Clinically capable of completing assessments, creating treatment plans, diagnosing using the DSM-5, setting goals and assessing for progress, crisis and termination
    - iii. Knowledge of clinical and ethical practices and procedures – California Law and Ethics.

- iv. Experience and working knowledge of CBT and trauma-related approaches to therapy.
  - v. Minimum two years of clinical experience with children, youth, and families, preferably in a community-based setting.
- b. Additional duties to include:
- i. Provide weekly clinical individual and group supervision for Interns.
  - ii. Monitor Intern performance to ensure compliance with Internship Program (professionalism, clinical development, quality of services, charting and following ethical/legal requirements).
  - iii. Assist in development of supervision protocols, mental health best practices, implementation, and continuous improvement of Internship Program.
  - iv. Act as field instructor for MFT Trainees/Interns on practicum/field study assignments, conduct assessment and evaluation activities, and comply with expectations, standards, and practices as prescribed by the assigning university.
  - v. Participate in professional development to expand clinically and professionally and to improve quality of supervision provided to Interns.

## **Qualifications**

### **Knowledge and Skills**

Requires a thorough knowledge of child and adolescent development, counseling methodologies and appropriate usage for short term counseling and crisis situations, and prevention and intervention strategies and practices used to support family and student mental health. Organizational skills sufficient for accurate record keeping, data collection, presentation preparation and delivery, and managing and prioritizing personal schedule. Must have strong oral and written communication skills to build rapport with students, families, staff, and community to counsel as well as to convey information about mental health resources, to provide education about topics related to mental health, and to instruct individuals and/or groups in prevention, intervention, and postvention strategies related to crises.

### **Abilities**

- Perform the basic function of the position.
- Respond effectively to crisis.
- Utilize good judgment and discretion.
- Work cooperatively with students, teachers, administrators and others.
- Develop training materials related to crises and issues related to mental health.
- Present to varied audiences.
- Maintain accurate and confidential records.
- Meet state and district standards of professional conduct as outlined in Board Policy and appropriate professional organization (e.g., ASCA, NASP, or CA BBS).

### **Physical Abilities**

Requires ambulatory ability to travel to different locations. Requires speaking and hearing to communicate in person or over the phone. Requires visual acuity to read words, numbers. Requires lifting of light to moderate objects on an occasional basis and sufficient ambulatory ability to stand for sustained periods. Requires sufficient arm, hand, finger dexterity in order to operate a personal computer keyboard, typewriter, and other office equipment.

## **Education and Experience/ Licenses and Certificates**

1. Credential: Possession of a Valid California Pupil Personnel Services credential with Specialization in School Counseling, School Psychology, or School Social Work.
2. Administrative Services credential and bilingual skills preferred.
3. Education: Has a minimum of a master's degree in school counseling, school psychology, or social work.
4. Experience: Minimum of three years' experience in a school counselor, school psychologist, or school social worker position; successful work in a role requiring independent thinking, coordination of systems and/or staff, and collaboration with individuals and groups. Experience working with culturally and/or socio-economically diverse populations strongly recommended. Prior administrative experience desirable.

## **Working Conditions**

### **Sample Environment:**

- Personal office or that of a colleague, a classroom, or a training environment (multi-purpose room/auditorium); drive a vehicle to conduct work.

### **Sample Hazards:**

- High level of stress, interaction with emotionally escalated and/or volatile students/families/staff. May experience exposure to infectious diseases.