

POSITION RESPONSIBILITY WRITE-UP

Position Title: District Crisis, Mental Health, and Behavior Lead

Date: April 2025

Department: Student Services

Location: District Center

Accountable To: Executive Director of Student Services

Primary Objectives of Position

District Crisis Team and Mental Health Lead primary role is supporting the mental health and safety of students across Roseville Area Schools. This position will focus on three critical areas: 1.) crisis work, 2.) mental health support, and 3.) behavior intervention support. The District Crisis, Mental Health and Behavior Lead will facilitate and lead the District Crisis, Consultation, and Support Team (DCCST), provide mental health resources to all staff, by being a liaison to School Based Mental Health (SBMH) services in buildings, and offer behavioral intervention support to school teams.

MAJOR AREAS OF RESPONSIBILITY

District Crisis Lead

- Lead the District Crisis, Consultation, and Support Team (DCCST), providing guidance, leadership, and support to district-wide crisis efforts. This includes providing on-demand support for schools during active crisis situations, offering consultation, and mental health support to students and staff.
- Meet with and provide resources to school support staff and Emergency Response teams (ERTs) that will aid in preparation for and response to crises.
- Assist ERTs in developing crisis plans, procedures, and protocols specific to each building, ensuring alignment with district-wide emergency response strategies.
- Continually learn more about crisis and trauma, and the specific ways our community is affected, and develop ways to bring new knowledge and strategies to all Roseville Schools
- Develop and disseminate crisis-related resources, tools, and materials to staff across the district to enhance crisis preparedness and responsiveness.
- Develop and disseminate crisis-related resources, tools, and materials to staff across the district to enhance crisis preparedness and responsiveness.

Mental Health Lead

- Assess mental health needs of Roseville schools in general to aid in decisions about School Linked Mental Health programming
- Coordinate and deliver annual district-wide professional development on mental health related topics for all staff members.
- Liaison between the District and School Based Mental Health (SBMH) collaboratives.
- Attend monthly (SBMH) collaborative meetings and disseminate information to district leadership
- Collaborate with district leadership to develop and implement mental health policies and initiatives aimed at supporting the well-being of students across the district.
- Coordinate partnerships with mental health providers and work with sites on implementation of services

District Behavior Support

- When school-based interventions and resources have been fully utilized, teams will collaborate with a district-wide interventionist to provide targeted behavioral support for students
- Interventionist support will be provided to help students succeed in their least restrictive environment through consultation, coaching/modeling, and intervention implementation.
- The interventionist will assist the team in collecting and analyzing data to monitor student progress and adjust interventions as needed.
- Positive behavior supports will be utilized to promote and ensure positive outcomes for students and families.
- Lead the District Student Success Specialist work

KNOWLEDGE, SKILLS & ABILITIES

4

- Master's degree or higher in Counseling, Psychology, Social Work, or a related field
- Valid MN professional licensure or certification in mental health counseling, social work, or a related area (e.g., LCSW, LPC, or equivalent)
- Strong knowledge of mental health disorders, crisis management techniques, and evidence-based behavioral interventions
- Broad understanding of special education, including due process, state and federal laws.
- Resilient and positive personal attributes.
- Strong communication skills, collaborative approach.
- Commitment to an equitable education experience for all
- Demonstrated understanding of cultural competence
- Familiarity with federal and state regulations related to student mental health and behavior