



## Browning Public Schools JOB DESCRIPTION

Effective: 10/30/195/28/25



---

Youth Prevention/Mental Health ~~Behavior/SEL~~ Specialist

---

### Summary of Functions

In conjunction with the ~~building supervisor(s)~~ Prevention Coordinator, plans, develops and implements the goals of the Strategic Prevention Framework (SPF) grant from the United States Department of Health and Human Services (USDHHS); ~~plans and implements the building-level MTSS Behavior & Social-emotion Framework~~ which includes, but is not limited to; individualized case management and small group services ~~supports~~ to assist students with ~~learning essential social skills, social-emotional and self-regulation strategies, and support the improvement of behavior in the schooo setting to improve educational outcomes.~~ ~~substance abuse/mental health issues; crisis interventions; delivery of building level prevention curriculum and data tracking to maximize the connections of students to positive mentoring adults and activities.~~ The Youth Prevention/Mental Health Specialist will coordinate with local agencies in utilizing self-improvement methods and practices, including Blackfeet and native traditional practices, in areas of substance abuse prevention and student mental health.

### Duties and Responsibilities

- 1) Cooperation: Works cooperatively and in coordination with building school counselors, teachers, principals and other school staff and local agencies. Works with parents to create a partnership in that process of empowering the child to make healthy choices, along with creating and maintaining a safe ~~school and~~ home environment.
- 2) Meetings - Attends and participates in meetings with parents, including home visits, at assigned school(s)
- 3) Public Relations: Projects a positive image of ~~substance abuse prevention, wellness, and social-emotional~~ mental-behavioral health within the school to students, families, and to the community.
- 4) Instruction: Delivers the ~~district or building adopted~~ SPF Prevention curriculum to all students at the assigned school(s) in coordination with the building principal.
- 5) Records: Maintains a recordkeeping system for case management services and data tracking related to ~~student need~~ program performance standards in compliance with FERPA and HIPPA. Prepares and submits required reports and related documentation to supervisor as needed.
- 6) Resource Materials: Provides substance abuse prevention and mental health resources to ~~assigned school(s) to ensure implementation of the Program.~~ Develops and teaches prevention, ~~social-emotional, and behavior support~~ curriculum at assigned school.
- 7) Staff Development: Participates in district staff training programs as needed to carry out the

objectives of the **building-level MTSS/PBIS/SEL framework** SPF grant. Shares and encourages the development of new concepts and findings in the field to enhance learning.

- 8) Training: Researches, plans and implements the components of evidence based support strategies such as **social skill instruction, social-emotional learning, MTSS, PBIS, the Spookinaapi Project** to assist students in developing critical **self-management and self-regulation skills**. ~~and parents in managing individual and family crisis situations.~~ Keeps abreast of developments in wellness practices and procedures **to support positive SEL and behavior outcomes for students.** ~~and family crisis-management.~~
- 9) ~~Travel: In carrying out the purposes of the project, may travel routinely for home-visits and out-of-district training. Will use district vehicle or own vehicle under mileage-rate as appropriate to duration.~~
- 10) Confidentiality: Maintains safeguards over protected, privileged or confidential information, verbal and written, to prevent unauthorized disclosures.
- 11) Other: Performs such other functions and assumes such other responsibilities as the supervisor may from time to time assign or delegate.

## Organizational Relationships

Supervised by and reports to the ~~Prevention Coordinator~~ **building principal(s)/supervisor** at the assigned school(s).

## Qualifications

Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

- Education (AA) in counseling, **applied behavior analysis, mental health or behavior certification, elementary or secondary** education or related field.
- Proficient with desktop computers.
- Ability to interact positively with students, staff and community.
- Excellent communication, problem solving and organization skills.
- Ability to work with others and without close supervision.
- Previous experience teaching or working in a school environment with students.
- Good work habits.

## Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.