

MT. DIABLO UNIFIED SCHOOL DISTRICT

School Counselor

Definition

The School Counselor's primary function is to provide all students equitable access to developmentally appropriate and comprehensive counseling services focused on academic success, personal and social development and career and college guidance. Plans, monitors, and manages students' educational development, such as short and long-range educational goals, academic development, four-year plans, graduation requirements, academic honors, college entrance requirements, post-secondary opportunities, career development, financial aid, and personal/social development. Communicates and involves parents and caregivers in this process.

Directly Responsible To:

Site and/or District Administrator

Supervises: None

Provide guidance to Career/College Advisors and graduate school counseling and social work interns.

Duties and Responsibilities

- 1) Provide structured, goal-oriented prevention, intervention and responsive services to meet the identified needs of individuals or groups of students regarding academic, career, and personal/social issues.
- 2) Counsel students and consult and collaborate with school personnel, parents and other community members to increase the effectiveness of student education and promote student success.
- 3) Identify students at risk of not graduating on time; monitor student progress and attendance and provide intervention strategies; develop plans and alternatives with students and parents. Assist principal and vice principal in improving instruction and support services for students who are at risk in school.
- 4) Coordinate counseling services provided by partnership-agency staff with whom district has a Board approved partnership agreement, e.g. community-based organizations.
- 5) Coordinates school counseling office and/or center when established.
- 6) Attend inter-agency meetings related to the delivery of school-based mental health services.
- 7) Provide crisis-intervention services when issues such as child abuse and neglect, danger to self or others, substance abuse, and involvement in juvenile crime need to be addressed.
- 8) Periodically work after school and evenings to provide family support services. Complying with weekly site-time expectations for high school as defined in the MDEA bargaining agreement, a flexible schedule will be created to accommodate evening responsibilities. If circumstances do not allow for the use of flexible schedule within a

given work week, then employee will be compensated at the Certificated Hourly Rate for excess hours.

- 9) Coordinate co-curricular programs that provide alternatives and rewards for the at-risk population.
- 10) Coordinate school site programs for at risk students, i.e., Peer Tutoring, Conflict Management, Teen-Age Program, etc.
- 11) Work with parents and students to identify post-secondary educational and career pathways.
- 12) Provide information regarding a broad range of college and career opportunities as well as community resources. Deliver counseling services through individual and group activities as well as through classroom and assembly participation.
- 13) Utilize a variety of data to evaluate the needs of the school and of the individual students and parents in interpreting and utilizing assessment data as a guide for individual goal setting and planning.
- 14) Assist in the formulation of policies and procedures, and instructional goals to parents on cultural proficiency and equity and assist staff to adopt culturally relevant approaches for working effectively with students and families.
- 15) Assist in the development of school climate and Positive Behavioral Interventions and Supports (PBIS) at the school site and district level.
- 16) Identify the social, emotional, and educational needs of students and refer appropriately utilizing district personnel or specialists, and outside agencies for services and education programs.
- 17) Provide individual or group counseling to address behaviors and psychosocial stressors that interfere with educational performance. Assess home, school, personal, and community factors that may affect student learning, school adjustment, and student wellness.
- 18) Participate in school site committees for the purpose of providing input to ensure access to learning for all students.
- 19) Focus on student strengths when working with students and families from diverse cultural, ethnic, social, and economic backgrounds.
- 20) Assist with the development of master schedule and school calendar with particular attention to equity and equal access.
- 21) Assist individual students with class schedules that ensure access to rigorous courses of study and achievement at high levels.
- 22) Collaborate with public and private universities and colleges as well as career programs in order to increase student access to these opportunities.
- 23) Adhere to all professional and ethical standards for the school counseling profession, district policies and procedures, California Education Code, State and Federal law.
- 24) Ensure timely documentation of services.
- 25) Produce mid-year and end-of year utilization summaries.
- 26) Participate in SST, IEP, and Section 504 meetings for students.
- 27) Assist in the implementation of Coordinated Care Teams and Response to Intervention (RtI) Teams to coordinate and track the delivery of support services for students.
- 28) Consult and collaborate with teachers, parents, and staff to increase student achievement, positive behavior, motivation and academic learning.
- 29) Assist to plan and provide in-service professional development.

- 30) Provide resource information for administrators, teachers, support staff, students and families as needed. Serve as a liaison between school, family and community resources.
- 31) Attend job-related meetings and activities.
- 32) Perform additional duties as assigned by site administrator and/or District administrator or the Superintendent's designee.

Qualifications

Knowledge and Skills

- 1) Knowledge of effective strategies to support students' goals related to a broad range of career opportunities, community colleges, public and private universities and colleges.
- 2) Knowledge of effective strategies for identifying and addressing the needs of K-12 students in public education settings.
- 3) Ability to work effectively with students and families from diverse backgrounds.
- 4) Understanding of child and adolescent development (physical, cognitive, behavioral, emotional) and ability to use this information to develop intervention plans for students.
- 5) Ability to work effectively with all segments of the educational community, local service agencies and the general public.
- 6) Ability to effectively serve students and staff in crisis situations such as child abuse, suicidal behavior and self-injurious behavior, substance abuse, or involvement in crime.
- 7) Ability to exercise good judgment and decision making.
- 8) Knowledge of the IEP and Section 504 process and related school district policies, operations and procedures.
- 9) Knowledge of practices and procedures related to school discipline, including but not limited to alternatives to suspension and expulsion.
- 10) Ability to develop and implement youth activities and programs that reduce discipline rates and maximize student attendance and classroom participation.
- 11) Knowledge of school counseling approaches and ability to address child and adolescent concerns within the school setting as a whole.
- 12) Possession of a valid California driver's license.

Education, Training and Experience

- 1) Possession of Pupil Personnel Services Credential (PPSC) with Authorization in School Counseling, School Psychology, or School Social Work.
- 2) Demonstrated experience working with students and families from diverse backgrounds.

Physical Abilities

Hear and speak to make presentations and exchange information in person and on the telephone; communicate so others will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports and to observe other personnel; sit or stand for extended periods of time; work at a desk, conference table, small student classroom table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders, and horizontally; lift and move objects weighing up to 25 pounds.

MDEA Salary Schedule

Work year: 205 Days

Days worked beyond teacher contract year paid at per diem rate based on 185 day work year.

Updated June 25, 2014

Adopted by the Mt. Diablo Unified School District Board of Education: June 25, 2014

For the Mount Diablo Unified School District
Jonathan Reseli 6/25/14

Guy Moore 6/25/14
For the Association