

MT. DIABLO UNIFIED SCHOOL DISTRICT

PROGRAM SPECIALIST, COUNSELING & RESTORATIVE PRACTICES

Primary Function

Provides leadership and manages the district wide Tier 1 supports and interventions to district and site staff in developing and maintaining a vision of student learning as it relates to comprehensive school counseling program and restorative practices within a multi-tiered system of supports (MTSS). Serves as district representative with community, local, and state organizations and programs. Supports schools in the development and implementation of counseling and restorative practices and assists with staff development and capacity.

Directly Responsible To

Director, Partnerships & Multi-Tiered System of Supports (MTSS)

Major Responsibilities

“E” denotes essential functions

1. Provides leadership in planning, implementing, improving and evaluating counseling and restorative practices within a multi-tiered system of supports (MTSS) addressing academic, behavior, and social emotional learning within an inclusive learning environment. **E**
2. Consult and collaborate with administrators, counselors, teachers, parents, and staff to increase student achievement, positive behavior, motivation and academic learning.
3. Assists school leaders and staff with developing and implementing a comprehensive school counseling program and restorative practices within a multi-tiered system of supports (MTSS). **E**
4. Meets and consults with Director Partnerships & MTSS, departments, principals, counselors, and teachers regarding implementation of comprehensive school counseling program and restorative practices within a multi-tiered system of supports (MTSS) TK-12. **E**
5. Works collaboratively with the Counseling Team, Student Services, and Educational Services to ensure alignment, articulation, and collaboration.
6. Serves as a liaison and consults with other professionals, appropriate agencies, post-secondary partners, and the community in relation to regional, state, and national efforts in relation to counseling and restorative practices.
7. Provides guidance, instructional materials, and resources to sites related to comprehensive school counseling program, social emotional learning (SEL) and behavior, and restorative practices within a multi-tiered system of supports (MTSS). **E**
8. Provides structured, prevention, intervention and responsive services to meet the needs of individuals or groups of students regarding academic, career, behavioral and social emotional needs. **E**
9. Uses data effectively to deliver counseling services to targeted students and schools district-wide.

10. Collaborates with schools and district departments to promote increased parent/guardian awareness, engagement, and support for student's college and career readiness, social emotional and behavioral needs, connection to school within a multi-tiered system of supports (MTSS).
11. Develops and facilitates counseling, restorative practices, and MTSS learning models and protocols to assess student work and the use of data to determine teaching and learning effectiveness.
12. Coordinates professional development for staff and parents on comprehensive school counseling program, social emotional learning (SEL) and behavior, and restorative practices within a multi-tiered system of supports (MTSS). **E**
13. Prepares and conducts presentations regarding comprehensive school counseling program and restorative practices to various stakeholders.
14. Assists and supports program grants and budgets as assigned.
15. Attends in-service meetings and professional conferences to keep abreast of new developments and instructional improvements in counseling, restorative practices, and MTSS.
16. Establishes and maintains rapport, communications, and cooperative working relationships with district administration, schools, teaching and non-teaching personnel (and other individuals or groups involved with counseling, restorative practices, and MTSS) to support coherence and alignment.
17. Use data effectively to deliver counseling services to targeted students and schools district-wide.
18. Assist in the development of school climate and Positive Behavioral Interventions and Supports (PBIS) at the school site.
19. Support schools in the implementation of Coordinated Care Teams and Multi-Tiered System of Supports (MTSS) Teams to coordinate and monitor support services equitably for students. **E**
20. Focus on student strengths and equity when working with students, families, and staff from diverse cultural, ethnic, social, and economic backgrounds.
21. Adhere to all professional and ethical standards for the school counseling profession, district policies and procedures, California Education Code, State and Federal law.
22. Ensure timely documentation of services provided district-wide.
23. Assist, design and implement with staff training as needed.
24. Attends job-related meetings and activities specified by the Director, Partnerships & Multi-Tiered System of Supports (MTSS).
25. Performs additional duties as assigned by the Director, Partnerships & Multi-Tiered System of Supports (MTSS).
26. Performs those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Director, Partnerships & Multi-Tiered System of Supports (MTSS).
27. Performs other job-related duties as assigned.

Qualifications

1. Knowledge of the principles of adult learning and staff development.
2. Ability to work effectively with all segments of the educational community and public.
3. Ability to initiate and coordinate programs and projects.
4. Knowledge of personal computers, computer hardware and software.
5. Knowledge of career pathways, Linked Learning and academies.
6. Ability to facilitate groups and skill in using the collaborative process.
7. Ability to exercise good judgment and tact.
8. Knowledge of basic elements of instruction.
9. Ability to speak, write and communicate effectively with all stakeholders in the community.
10. Ability to assemble and analyze data, and make appropriate recommendations for action.
11. Skill in logical thinking and the ability to explain difficult materials in a clear manner.
12. Knowledge of budget development, maintenance, and evaluation.
13. Ability to design and implement procedures.
14. Knowledge of district operations and procedures.
15. Awareness of Director, Partnerships & Multi-Tiered System of Supports (MTSS) design, research in college and career readiness, integrated curriculum and assessment, community and national initiatives and resources.
16. Ability to effectively manage projects.
17. Ability to operate standard office equipment including computers, effective use of software applications, including Word, Power Point, Excel, and other technology solutions.
18. Proficiency in the use of Student Information Systems and data analysis tools.
19. Knowledge of District policies, applicable sections of the state Education Code and other laws and regulations.
20. Ability to interpret, apply and explain rules, regulations, policies, and procedures as they relate to college and career readiness.

Education, Training, and Experience

1. Successful experience as a counselor or related role for at least five years.
2. Experience and knowledge designing and implementing comprehensive school counseling program and restorative practices.
3. Progressive experience in roles of responsibility in providing leadership in a school or district setting.
4. Post graduate work in school administration, curriculum, and instruction, or a related field.
5. Possession of a valid administrative services credential.
6. Experience as a leader at the site or district level.
7. Experience in directing/supervising the work of others.
8. Experience in professional development training.

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 ready, 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 objects weighing up to 25 pounds.

Diablo Managers Association

Range 19 - 205 Days

Adopted by the Board of Education: June 12, 2024