

Individual Student Planning

- Assists all students, individually or in groups, with developing academic and personal/social skills goals and plans.
- Accurately and appropriately interprets and utilizes student data for those students who are at risk of academic and social failure.
- Collaborates with parents/guardians and educators to assist students including educational and career planning.
- Assists students in the development of their college and career plans

Preventive and Responsive Services

- Provides individual and group counseling and students with identified concerns and needs.
- Provides classroom instruction to students in positive behavior strategies.
- Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Implements an effective referral and follow-up process.
- Accurately and appropriately uses assessment procedures for determining and structuring individual and group counselling services.
- Establish, maintain, and monitor the maintenance of a variety of files and records pertaining to student counseling, guidance, and related matters.
- Assist in the development and monitoring of SSTs, 504 Plans, Positive Behavior Support Plans, and Individual Education Programs for students with exceptional needs.

System Support

- Provides appropriate information to staff related to the comprehensive school counseling program.
- Assists teachers, parents/guardians and other stakeholders in maintaining school's positive behavior support climate.
- Participates in professional development activities to improve knowledge and skills.
- Uses available technology resources to enhance the school counseling program and student career interest/inventory exploration.
- Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.
- Respond to school crisis intervention and response.

QUALIFICATIONS:

Knowledge of: Principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment counseling; applicable and appropriate aptitude, interest, and achievement appraisal instruments, techniques, and procedures; social and youth service agencies in the local area; social, emotional, and behavioral characteristics of adolescent students; program evaluation and research techniques, strategies, and procedures; appropriate curriculum and instructional programs pertaining to students with a variety of aptitudes and varying interests; and Section 504 Plan and individual education programs.

Ability to: Assists students in effectively analyzing and developing alternative solutions to behavioral, educational, social, and emotional concerns; conduct, analyze and effectively utilize a variety of individual and group testing procedures and instruments applicable to student clients; effectively deal with site and District personnel, parents, social and youth service agencies in resolving student problems and concerns, communicate effectively in oral and written form; understand and carry out oral and written directions with minimal accountability controls; establish and maintain effective organizational, public and community relationships; effectively participate in the planning and implementation of school guidance and curriculum programs; comply with the District's customer service standards.

Certification Requirements: Possess a valid California Pupil Personnel Services Credential authorizing service as a school counselor.

ADA REQUIREMENTS: Incorporate within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions):

Physical:

- a. Ability to push, pull, and transport instructional and/or presentation materials.
- b. Ability to communicate so others will be able to clearly understand a normal conversation.
- c. Ability to understand speech at normal levels.
- d. Ability to bend, twist, stoop and reach.
- e. Ability to drive a personal vehicle to conduct business.

Mental:

- a. Ability to organize and coordinate schedules
- b. Ability to analyze and interpret data
- c. Problem solving
- d. Ability to communicate with the public
- e. Ability to read, analyze and interpret printed matter and computer screens
- f. Ability to create written communication so others will be able to clearly understand the written communication
- g. Ability to communicate so others will be able to clearly understand a normal conversation.
- h. Ability to understand speech at normal levels.

Environment:

- a. Indoor – frequently
- b. Outdoor – Occasionally
- c. Ability to work at a desk and in meetings of various configurations.