IMPERIAL COUNTY OFFICE OF EDUCATION

CLASS TITLE: COORDINATOR - PUPIL SERVICES

BASIC FUNCTION:

The Pupil Services Coordinator, under the direction of an assigned administrator, provides leadership, guidance, and coordination to develop, implement and evaluate comprehensive school counseling programs using the ASCA National model that includes academic, career, personal and social development and mental health.

ESSENTIAL JOB FUNCTIONS:

Coordinate, direct, implement and monitor comprehensive school counseling programs and professional development for school counselors and administrators.

Design, develop, implement, coordinate, conduct and monitor activities, curriculum, and programs.

Prepare and deliver oral presentations and explain relate content, curriculum, principles, theories, standards, guidelines, requirements, practices, policies and procedures.

Provide leadership, guidance, training, and support resources for school counselors and assigned employees to meet the academic, career, personal and social development needs of students throughout the school, district and county.

Provide consultation and technical assistance to county and school district staff, administrators and other staff; respond to inquiries and provide detailed technical information concerning related services, standards, requirements, principles, practices, techniques, laws, codes, regulations, initiatives, policies, and procedures.

Provide leadership, training, and facilitation in school, district and countywide prevention and intervention strategies for students.

Facilitates the development and implementation of comprehensive support services to meet the needs of students in grades TK-12, including working with administrators, educators, school counselors, school psychologists, behavior support assistants, social workers and other school-based mental health professionals and community agencies.

Facilitate the development, implementation, and monitoring of systems to monitor student progress toward meeting grade level requirements and benchmarks.

Continuously promotes positive relationships amongst administrators, teachers, students, parents, district personnel, and community.
Advocate for all students to receive individual or group counseling to support student academic, career, personal and social/emotional development.

Support school counselors in providing for all students to receive a comprehensive school counseling program including access to social/emotional and mental health services and support.

Supports school counselors to ensure services of academic support and advising, course selection and articulation for all students.

Organize, schedule, and coordinate ongoing meetings with school counselors, district, and countywide teams.

Supports the development and effectiveness of the District’s counseling programs.

Provide training and information to school counselors on topics such as social/emotional well-being, mental health, college and career readiness and academic support.

Provides information to counselors on state laws and professional ethics in counseling with youth and current policies and procedures of all community mental health and social agencies.

Provides consultation and training to develop the school’s master schedule and other offerings.

Attend and deliver presentations at various countywide meetings and conferences.

Compile and provide data and strategies to schools to enhance program outcomes.

Provide supervision, work direction, training, and evaluation of subordinate staff.

Participate in the planning and logistics for staff development activities; assist in coordinating and training appropriate county personnel.

Perform other reasonable duties as assigned or required in fulfillment of goals.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**
Knowledge of the intellectual, social, emotional, and physical needs of school age students.
Knowledge of school-based mental health professionals and their roles.
Knowledge and experience with Crisis Intervention, Suicide Prevention, intervention and postvention.
Knowledge and ability to provide effective instructional strategies and leadership.
Knowledge of principles and practices of public-school administration.
Knowledge of age and subject curriculum.
Knowledge of current applications and use of technology to enhance instructional programs and support administrative activities.
Knowledge of ASCA National Model including ASCA Mindsets & Behaviors for Student Success, ASCA School Counselor Professional Standards & Competencies, and ASCA Ethical Standards for School Counselors

ABILITY TO:
Ability to maintain cooperative working relationships with those contacted in the course of work.
Ability to select and manage certificated staff with skills and abilities that match school, district and county needs, and enhance program effectiveness.
Ability to communicate effectively, both orally and in writing.
Ability to prepare comprehensive reports and monitor data for continuous improvement.
Maintain confidentiality of records, reports, and other sensitive and privileged information.
Strong interpersonal skills; ability to exercise tact, patience and flexibility to build and foster working relationships and partnerships.

EDUCATION AND EXPERIENCE:
Master of Arts Degree or higher from an accredited college or university required.
Minimum of five years of successful experience as a school counselor is required; school counseling experience in elementary, middle/junior high and high school preferred.
Extensive knowledge of current practices in school counseling including academic, social emotional and mental health support for students.
Extensive experience in individual and group counseling of school-age children.

DESIRABLE EXPERIENCE:
Bilingual in English and Spanish

LICENSES AND OTHER REQUIREMENTS:
Valid California Driver’s License
Valid California Pupil Personnel Services (PPS), School Counseling Credential
Valid Administrative Services Credential required

WORKING CONDITIONS:
ENVIRONMENT:
Persons performing services in this position classification will incur frequent interruptions and work in a high-pressure environment.

HAZARDS:
Contact with hostile or abusive individuals with unpredictable behaviors.
PHYSICAL DEMANDS:
The physical requirements indicated below are examples of the physical aspects that this position must perform in carrying out essential job functions.
Persons performing services in this position classification will frequently exert 10-15 pounds of force to lift, carry, push, pull or otherwise move objects.
This type of work involves sitting, standing, walking, bending and stooping from brief periods of time to lengthy periods of time.
Essential job functions include: Perceiving the nature of sound; near and far visual acuity; depth perception; providing oral and written communication; ability to speak and project voice in either an enclosed or open area; manual dexterity to handle and work with various materials, objects and equipment; driving a motor vehicle; and the ability to perform a variety of physical activities.
Requires the ability to communicate effectively with staff, students, parents, and community members.

FLSA Status: Exempt
Employee Group: Certificated Management
Salary Range: VI with Administrative Credential
V without Administrative Credential; candidate must be eligible for a waiver and must pass CPACE or enroll in a commission approved administrative credentialing program upon hire.

Reviewed:
Human Resources: ___________________________ Date __________

Area Administrator: ___________________________ Date __________

Approved:
Superintendent: ___________________________ Date __________