

BENICIA UNIFIED SCHOOL DISTRICT

Counselor

DEFINITION

Under the supervision of school principal or designee, Counselor is responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports Benicia Unified School District (BUSD) students in the areas of academic achievement, career and college planning, and personal and social development. The incumbent also serves as a consultant to educators, families and community partners. Counselor's responsibility is also to evaluate, recommend, and execute remedial plans for pupils whose social, academic, and emotional problems prevent them from profiting to the maximum of their abilities in school situations.

CLASS CHARACTERISTICS

The primary purpose of the comprehensive school counseling program is the support of the instructional and academic goals of Benicia Unified School District. The job of Counselor is established for the purpose/s of providing educational and behavioral counseling to individuals and small groups of students; assisting students in understanding and seeking solutions to academic, social and emotional challenges and issues; serving as a resource pertaining to student behavior management strategies, and welfare and attendance challenges and concerns and providing support to other educational programs.

EXAMPLES OF DUTIES

1. Appraise student interests, aptitudes and attitudes utilizing a variety of assessment strategies and techniques for the purpose of developing a plan for academic and career success.
2. Assist in developing student behavior management plans and programs for the purpose of resolving social, emotional and educational challenges and concerns.
3. Assist in identifying school program needs for the purpose of developing school instructional programs geared to meet individual student needs.
4. Assist in the planning, development, and conduct of programs (e.g. guest speakers, student visitations, orientations, transition activities) for the purpose of promoting student educational and social development and success.
5. Collect, organize and analyze student information (e.g. historical educational data, test results) for the purpose of tracking student progress and promoting academic success.
6. Compose a wide variety of materials (e.g. quantity reports, student activities, correspondence, audits, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
7. Consult and collaborate with teachers, staff, parents and community entities for the purpose of understanding and meeting the needs of students.
8. Coordinate with site staff, elementary staff, high school staff, and/or community entities (e.g. service clubs, courts, child protective services, etc.) for the purpose of providing/receiving requested information, making recommendations and providing a successful transition between programs.
9. Monitor students' progress for the purpose of identifying issues and taking appropriate action for increasing student success.
10. Plan, develop, and present, as requested, a variety of reports pertaining to site counseling and guidance functions and activities for the purpose of evaluating the effectiveness of the program and planning for success.
11. Refer students and their parents to appropriate specialists, special programs and other outside agencies for the purpose of helping them address and solve emotional and academic challenges.
12. Serve as a resource for site personnel, District personnel and members of the school community for the purpose of promoting student success.
13. Supervise assigned programs (e.g. peer counseling, special education, ESL, etc.) for the purpose of monitoring performance, providing for professional growth and achieving overall curriculum objectives.
14. Develop individual objectives for the year as indicated in the professional development workbook.
15. Counsels with students and parents of students who exhibit significant academic, social, or emotional problems, which adversely affect educational development. If necessary, counselors may make telephone contacts with parents, arrange conferences and make home visits.
16. Counseling staff may hold weekly meetings for coordination of counseling efforts with specific regard to district services, alternative schools, and community agencies.
17. Investigate and implement district policy in emergency situations involving students (suicide threats, battered children, sex offenses, pregnancies, narcotics, and assaults) which occur or are discovered in school settings, acting upon request of school administrators, parents, and the probation department.
18. Investigate attendance problems and initiates corrective procedures as appropriate. May also assist in the treatment and prevention of minor discipline problems.
19. Collaborate with law enforcement, mental health, and family service agencies in attempting to remedy problems involving students.
20. Keeps well informed on regulations and laws dealing with youth and on current policies and procedures of all community mental health and social agencies.

21. Assist students in alleviating class scheduling difficulties.
22. May meet with new students on an individual counseling basis two weeks after entering school.
23. Counselors may visit classrooms for the purpose of disseminating college/vocational information, test information, scheduling procedures, classroom teaching regarding social/emotional issues.
24. Principal may require at least one counselor to be available at all times during the school day for crisis counseling.
25. Counselors will be available for circulation and supervision during periods of student unrest.
26. Counselors may coordinate special activities, such as college night, career day, parent information meetings, etc.
27. Each counselor may represent his/her counselor at the Student Assessment Committee meetings for evaluation and/or referral of students.
28. Counselors may be required to participate in the organization and implementation of orientation, pre-registration, registration and program change policies and procedures.
29. Counselors proctor and provide pertinent information regarding different standardized assessments, college applications, scholarships, and are available to interpret the results of these tests to students as needed.
30. Maintains professional competence through professional growth activities.
31. Provide staff awareness training and other professional developments.
32. Perform other duties as assigned.

Qualifications:

1. Successful experience in the field of education or school social work is desirable.
2. Valid California Pupil Personnel Services Credential or equivalent authorizing counseling service.
3. Master's Degree as a Licensed Clinical Social Worker (LCSW) or Marriage Family and Child Counselor (MFCC) or School Psychologist.

Knowledge of:

1. KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios.
2. Read technical information, compose a variety of documents, and/or facilitate group discussions.
3. Understand complex, multi-step written and oral instructions.
4. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; principles, methods, techniques, strategies, and trends in educational, social and emotional adjustment counseling
5. Applicable and appropriate achievement and interest appraisal instruments, techniques and procedures.
6. Social, emotional, and behavioral characteristics of adolescent students.
7. Program evaluation and research techniques, strategies and procedures and appropriate curriculum and instructional programs pertaining to students with a variety of aptitudes and interests.
8. Appropriate safety precautions and procedures.

Ability to:

1. Ability is required to schedule a number of activities, meetings, and/or events.
2. Routinely gather, collate, and/or classify data; and consider a number of factors when using equipment.
3. Flexibility is required to independently work with others in a wide variety of circumstances.
4. Analyze data utilizing defined but different processes.
5. Operate equipment using standardized methods and utilize job-related equipment.
6. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes.
7. Problem solving is required to analyze issues and create action plans.
8. Problem solving with data frequently requires independent interpretation of guidelines.
9. Problem solving with equipment is limited to moderate.
10. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; being attentive to detail; communicating with diverse groups; displaying tact and courtesy; establishing and maintaining effective working relationships; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data.
11. Assisting students in effectively analyzing and developing alternative solutions to behavioral, educational, social and emotional challenges and concerns.
12. Conduct, analyze and effectively utilize a variety of individual and group testing procedures and instruments.
13. Effectively participate in the planning and implementation of school guidance and curricular programs and communicate effectively in oral and written form.

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The Physical Abilities and Other Conditions of Employment listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Employment which may be required of positions in this class. Benicia Unified School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Personnel Department for further information. The usual and customary methods of

performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 40% sitting, 40% walking, and 20% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Vision: (which may be corrected) to read normal print.

Hearing: (which may be corrected) to hear speech in a classroom setting; to hear sounds which warn of potential danger.

Speech: to be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood in a classroom.

Upper Body Mobility: use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Lower Body Mobility: to bend at waist; stoop; twist and turn torso.

Strength: to lift, push, pull and/or carry objects which weigh as much as 30 pounds on a frequent basis.

Smell: to distinguish strong odors.

Environmental Requirements: encounter constant work interruptions; work cooperatively with others; work independently; work around dirt/dust; work indoors.

Mental Requirements: read, write, understand, interpret and apply information at a 12th grade proficiency level; math skills at an eighth grade proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; copying and coordinating information and records.

Board Approved: