

PETALUMA CITY SCHOOLS – CLASSIFIED VACANCY
APPLICATIONS ONLY ACCEPTED AT WWW.EDJOIN.ORG
DISTRICT GUIDANCE COORDINATOR

DEADLINE: OPEN UNTIL FILLED

WORK SITE: Multiple District School Sites

WORK HOURS: 8 hours per day depending on program need & student enrollment
209 days

START DATE: ASAP after required employment clearances

STARTING SALARY: \$65,094 -- \$91,594 per year

(Initial salary placement is based on related experience)

BENEFITS: The District will pay the following amounts towards benefits:

Work Hours per Day	Health Plan	Dental	Vision	Life Insurance
More than 6 hours	100% of Cap *	100% of Cap **	100% of premium	100% of premium
More than 4 hours through 6 hours	75% of Cap	75% of Cap	75% of premium	100% of premium if 6 hours per day
More than 2 hours through 4 hours	Not eligible	50% of Cap	50% of premium	Not eligible
1 hour through 2 hours	Not eligible	25% of Cap	25% of premium	Not eligible

* Must enroll in a health plan (Cap subject to change) / ** \$144.50 dental plan cap effective 10/1/12

REQUIREMENTS: Fingerprint Clearance. There is a fingerprint processing fee payable by the employee post-offer / pre-placement. Tuberculosis. The applicant will need to submit evidence that he or she is free from tuberculosis in accordance with Education Code 49406 post-offer / pre-placement. B.A. degree in psychology or other appropriate major with graduate course work in clinical psychology or counseling or B.A. in any major **with M.A. or M.S.** in clinical psychology or counseling is required. Applicants with a PPSC credential or licensed as a therapist or social worker may be eligible for an additional stipend. For MFT Interns, weekly supervision by a licensed MFT supervisor will be provided and BBS (Board of Behavioral Sciences) hours will be signed.

QUALIFICATIONS: See job description. Bilingual in Spanish a plus, but not required.

SUBMIT APPLICATION: The District prefers applications be submitted electronically through <http://www.edjoin.org/PetalumaCitySchools> or www.edjoin.org. All applications, regardless of the manner of submission, must include all **required** documentation.

NOTE: It is **required** that applications be accompanied by a **cover letter, resume and a minimum of two letters of reference**. Paper screening for potential interviews are based on materials submitted with application. No additional paperwork for application will be accepted after the closing date.

AN EQUAL OPPORTUNITY EMPLOYER

It is Petaluma City Schools' policy to provide equal opportunity to all persons without regard to race, color, religion, sex, pregnancy, marital or domestic partner status, sexual orientation, gender identity or expression, age, ancestry, national origin, disability, or medical condition, as defined in state and federal laws. This policy covers all aspects of employment, including, but not limited to, recruitment, selection, training, promotion, transfer, compensation, demotion, and termination. Reasonable accommodation is provided to all eligible applicants and employees as required by law. Complaints regarding unlawful discrimination may be filed with Petaluma City Schools' Human Resources department.

Petaluma School District Job Description

Job Title: Coordinator, District Guidance
Department: Student Services
Reports To: Assistant Superintendent, Student Services
Prepared Date: August 2016
Approved Date: August 2016

SUMMARY

Under general direction of the Assistant Superintendent, Student Services, the Coordinator, District Guidance plans, coordinates and provides oversight and management for the Elementary and/or Secondary mental health program. Duties include recruiting and supervising mental health interns/trainees, providing a range of counseling support services to students and/or parents; consulting with and training for teachers, counselors, administrators, specialists and district personnel; responding to mental health crises within the district when needed; and to do job-related work as required.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other job-related duties may be assigned.

Provides direct and indirect services including individual, group and family counseling; conflict resolution to students; consults with staff and community agencies; provides crisis intervention, intake interviews, assessment and dispositional interviews; makes referrals to other services and service providers within the community. Manages and implements school based mental health program a multiple school sites working closely with academic counselors, administrators, school psychologists, school nurses and special education staff. Participates in Student Study Team meetings, IEPs and other educational meetings as part of an interdisciplinary team. Actively recruits, trains and supervises mental health trainees and interns adhering to all standards stipulated by the California Board of Behavioral Sciences. Provides intake assessments and direct mental health services which may include individual, group or family counseling. Makes referrals to other services and service providers with the community. Has responsibility of being on-call for crises during the school day and assessing high levels of concern within the district. Duties include conducting threat assessments, suicide assessments and making CPS reports when mandated. Provides psychoeducation, training, prevention and intervention services to school staff and parents. Collaborates as part of a management team under the Assistant Superintendent, Student Services to run the district-wide crisis response team and provides services for students operating under discipline contracts. Perform duties and data collection in compliance with federal, state and grant requirements. May coordinate educational seminars/events which may include outside speakers.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of the principles of human behavior. Familiar with a variety of counseling interventions appropriate in working with K-12 students, including individual, group and family methods. Knowledge of child development, adult and child psychopathology, differential diagnosis and the theoretical and pragmatic aspects of counseling relationships. Knowledge of community service agencies and resources; problems and concerns of families in the

community; family needs; social and personal needs of school-age students and organizations and individuals who handle emotional, social and drug-related problems of school-age students. Must possess strong communication and interpersonal skills. Ability to effectively intervene in mental health crises utilizing consultation as needed. Must be self-motivated and be able to work independently without direct supervision as well as have the ability to work collaboratively within school, social services, mental health, law enforcement, probation, legal and non-profit systems. Ability to apply knowledge of cultural diversity, anti-bullying strategies, domestic violence and healthy relationships. Must have an understanding of children and adolescent developmental stages and working knowledge of problems such as substance abuse, depression, anxiety, suicide, eating disorders, anger management, sexuality, abuse, dating relationships, grief and loss issues, conflict resolutions, etc. Ability to establish and maintain cooperative relationships with students, school administrators, teachers, school support staff and the community; analyze situations accurately and adopt an effective course of action; take responsibility and use good judgment in recognizing scope of authority.

EDUCATION and/or EXPERIENCE

M.A. degree in Marriage Family Therapy, Psychology or Counseling. Licensure as Marriage Family Therapist for at least two years in California is required so that the District Guidance Coordinator may supervise Marriage Family Therapist interns and trainees. Experience in program creation and oversight preferred. Experience working within schools is preferred.

LANGUAGE SKILLS

Ability to read, analyze and interpret professional journals and reports; ability to write reports and communicate with and respond to questions from students and families as well as staff and other community members. Fluent understanding of how to communicate psychological concepts and interventions.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written and oral form. Ability to multitask while remaining organized.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, walk, talk, or hear; and use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms, climb or balance; and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.