

Sequoia Union High School District

Student Intervention Counselor

Job Type/Classification:	Certificated
Reports to:	Principal
Compensation:	Certificated Salary Schedule
Work Year:	195 days
Board Approval:	April 17, 2019

Position Summary:

Under the direct supervision of the site principal or designee, the Student Intervention Counselor supports at-risk students in building positive connections at school and in the community, as well as achieving success, both socially and academically. The Student Intervention Counselor facilitates student support program placements, provides direct counseling services, and liaises with families and resource providers to ensure students and their families are receiving necessary supports. The Student Intervention Counselor ensures opportunities, supports, and services are embedded and integrated throughout the school and into the landscape of the school community.

Essential Duties and Responsibilities:

- Proactively identifies at-risk students and implements preventative measures to support student success
- Determines appropriate program placements for identified students, working with families, counselors, and administrators
- Provides consultation support for students and their families to determine appropriate placement and supports
- Creates and coordinates intentional partnerships to provide opportunities, optimize assets, and address identified needs of students, families, and communities
- Meets with families to ensure a smooth transition of services into appropriate placements
- Participates in district multi-disciplinary and integrated learning support services, including but not limited to the Student Success Team (SST), 504s, School Attendance Review Board (SARB), Welfare and Attendance, Health & Wellness, and Student Services Department, and participates as a site leader in these efforts
- Utilizes effective group counseling skills to address identified intervention needs at the school site,
- Utilizes individual counseling skills to identify and refer students to appropriate school and community support services and programs including but not limited to the areas of family counseling, crisis intervention, suicide intervention, behavior modification, and mental health
- Communicates and collaborates effectively with staff, families, and external service providers including providing professional development and training when appropriate
- Completes reporting accurately and on time using appropriate systems and processes
- Assists in accomplishing school and District goals
- Advocates for student rights in alignment with District policies and processes
- Focuses on students who are foster youth, homeless, pregnant, with young families, justice-engaged, in crisis, enrolled in alternative programs, or otherwise considered at-risk or disenfranchised
- Performs other duties as assigned related to position, school, and district goals

Qualifications:

Licenses and/or Certifications

- Pupil Personnel Services Credential (CWA emphasis preferred)

Education and Experience

- Bachelor's degree in education or related field required
- Master's degree in Counseling or related field required
- 3 years of successful experience as a counselor or equivalent preferred
- Experience with juvenile justice, social work, and/or restorative justice practices preferred

Knowledge, Skills and Abilities

- Interpersonal, problem-solving, and organizational skills
- Ability to remain calm and deescalate tense situations
- Ability to form trusting and collaborative relationships with students, colleagues, and families
- Ability to maintain confidentiality
- Ability to apply sound judgment in decision-making
- Understanding and application of appropriate policies and procedures
- Ability to analyze and apply data and research
- Ability to manage timelines and meet time-related goals
- Ability to work both independently and collaboratively
- Ability to travel to sites across the district
- Excellent oral and written communication skills
- Spanish language skills preferred

Physical Demands and Working Conditions:

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.

- Ability to speak and listen for extended periods.
- Ability to sit or stand for long periods, and to regularly walk;
- Ability to use hands or fingers to handle, or feel objects, tools, or controls;
- Ability to reach with hands and arms; and stoop, kneel, crouch or crawl.
- Ability to regularly lift and move up to 20 pounds, and occasionally lift and move up to 30 pounds.
- Ability to see with close vision, peripheral vision, depth perception, and the ability to adjust focus.