Birmingham Community Charter High School

Special Education
ERICS/DIS COUNSELOR

Department/Division:	Special Education Department
Reports To:	Administrative Director/Assistant Principal—Special Education Department
Provides Direction To:	NA
FLSA Exemption Status:	Certificated
Salary Range:	Certificated Salary Schedule

BIRMINGHAM COMMUNITY CHARTER HIGH SCHOOL

DEFINITION

Under the direct supervision of the Administrative Director/Assistant Principal of the Special Education Program, will assist in identifying Special Education students with academic learning disabilities by providing strategic services that identify and address the social-emotional and environmental issues that interfere with the educational process. The ERICS/DIS Counselor provides a full range of school-based counseling services to students with disabilities, including screening and consulting, individual and group counseling, school-wide intervention and prevention, crisis counseling, case management, referrals to outside agencies, and targeting at-risk students.

DISTINGUISHING CHARACTERISTICS

The ERICS/DIS Counselor is directly responsible to the Administrative Director/Assistant Principal of the Special Education Program, but will also collaborate with the staff, the CEO/principal, and other Administrative Directors/Assistant Principals. The role of the BCCHS ERICS/DIS counselor is to counsel students and parents and provide support to enable students to be successful in high school in preparation for high school graduation.

Essential Duties and Responsibilities:

- Provides ERICS and DIS counseling for Special Education students.
- Supports an inclusive environment for students with disabilities experiencing severe social, emotional, and/or behavioral deficits.

- Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school, and community.
- Serves as a liaison between families and the school to positively promote collaborative processes in educational planning for students by encouraging parent/guardian participation in the school setting.
- Collaborates with the school psychologist on social-emotional assessments to assist in the determination of special education DIS counseling and ERICS services.
- Provides parent/guardian educational workshops on identified issues related to child development, stress reduction, discipline and safety, and teacher/parent/student communication.
- Collaborates with school staff and other school system personnel in implementing strategies to promote student learning.
- Participates in classroom and school meetings related to discussion and planning for improvement of individual student's needs, special education programs, and classes.
- Provides staff consultation on behavior, emotional, and environmental issues affecting student participation in the learning process.
- Conducts staff development on issues related to social, emotional, and environmental factors that impact learning.
- Collects data and information regarding students' present levels of functioning and document the information in the students' IEP documents.
- Develops social-emotional counseling goals and objectives at IEPs and monitors student progress towards meeting goals and objectives. This includes submitting quarterly progress reports related to student goals to parents.
- Collaborates with the Special Education team to address parent/guardian participation in the school and student engagement in the educational process.
- Maintains required clinical records and uses Welligent to document service tracking for Special Education students.
- Assists the school psychologist towards completing functional behavior assessments for students on his/her counseling caseload.
- Provides crisis intervention services, which may involve remaining with a student after the regular work day to wait for response from the psychiatric mobile response team or other mental health crisis team. This includes participation in school Crisis Teams, Threat Assessment Teams, and conducting suicide risk assessments and interventions.
- Serves as a liaison with community agencies and assists in fostering communication between schools, parents/guardians, and community leaders.
- Locates and mobilizes community resources to support the educational program for students with disabilities.
- Provides support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.
- Attends meetings and professional development activities as required.
- Performs other related and specialized duties as assigned.

Qualifications:

Knowledge of:

- Effective personal and academic counseling techniques and procedures
- Principles, theories, methods, techniques, and strategies pertaining to counseling
- Educational trends and research findings pertaining to counseling as it relates to systemic change, professional learning communities, student achievement, assessment, and technology
- Laws regarding minors and child abuse reporting requirements
- Student Information Systems (SIS) and data systems
- Applicable laws, rules and regulations related to assigned activities; confidentiality requirements
- Child/adolescent development and guidance principles, including child behavior and development
- Administrative practices and procedures, including record keeping and filing practices and procedures
- Student assistance programs
- Community referral resources
- Leadership and facilitation skills
- Understanding of the physical, intellectual, social, and emotional growth patterns of students
- Possesses an extensive knowledge of a variety of forms of intervention and prevention models for both individual and group counseling settings
- Demonstrates commitment to students and learning
- Excellent organization, time management and follow-up skills and demonstrated ability to successfully handle multiple cases concurrently
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Oral and written communication skills in English; writing skills to develop professional correspondence and counseling information; write letters of recommendation; effective oral communication to conduct meetings and interact effectively with different audiences.
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Provide counseling and guidance services to students; supervise students; relate social development to the emotional and mental disorders of learning
- Make referrals to community resources, support groups and social service agencies as appropriate
- Plan, prepare, and conduct individual and group counseling sessions
- Read, interpret, apply and explain assessment results, rules, regulation, policies and procedures
- Set limits and personal boundaries for students
- Plan, organize and lead professional development; effectively conduct student, parent, and teacher conferences and meetings
- Interpret test scores and test-related data to students, parents, educators, institutions, agencies, and the public
- Document student and parent interactions in Student Information Systems (SIS) and data systems
- Focus on student learning and success
- Maintain an effective, collaborative learning climate at the schools with students and staff
- Communicate openly and work productively with a community of diverse opinions and ideas

- Maintain records, prepare reports, including confidential materials
- Analyze problems and issues and develop appropriate solutions
- Prioritize, plan, and coordinate work to meet deadlines
- Work independently with little direction
- Communicate effectively both orally and in writing in English

EDUCATION, TRAINING, AND EXPERIENCE

- Master's or Doctoral Degree in Clinical Psychology, Counseling Psychology, Social Work, or related field from an accredited institution of higher learning with authorization to provide therapy in California.
- Minimum of two (2) years of successful experience in pupil personnel services or related field working with students grades K-12.

QUALIFICATIONS

Licenses/Certificates/Special Requirements:

Valid California Pupil Personnel Services (PPS) Credential in School Psychology or School Social Work with authorization in California to provide therapy; Pupil Personnel Services (PPS) Credential in School Counseling with one of the following licenses: Marriage & Family Counseling (MFT), Licensed Clinical Social Worker (LCSW), Registered Family & Child Counselor (MFCC), preferred.(Cannot be an Intern License).

Highly Desirable Skills:

- Spanish bilingual skills
- Ability to supervise interns
- Experience providing counseling support to high school students

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 30

pounds or more. Run quickly for brief spurts. Must be physically able to provide rapid response to emergency situations throughout the school campus. The employee may be subject to physical and emotional outbursts by students, including such behaviors as kicking, spitting, scratching, biting and running. The employee is regularly required to hear and speak to exchange information in a proficient manner. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination, and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with school and program personnel, school administrators, managers, staff, vendors, students, parents, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents. Some stress may be encountered while performing the duties of this position.

WORK ENVIRONMENT

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

Employees regularly work in an indoor office environment, a classroom environment, and occasionally in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical conditions which are moderately quiet, but will occasionally encounter a loud, noise level both indoors and outdoors., The employee occasionally drives to training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.