District Equity Counselor

The proposed role will be filled for a two-year (2018-2020) pilot to support improvement in school culture, behavior, parent and community engagement and reduction in behavioral incidences and to build staff knowledge and capacity. Equity Counselor will support students district-wide. Hire 2.0 FTE funded by Local Control Funding Formula Supplemental Funds. No additional FTE requested.

Directly Responsible To: The Director Special Projects will supervise and evaluate the District Equity Counselor.

Role of the District Equity Counselor will be to provide support to K-12 schools in the following areas:

- Provide district-wide training and consultation to school teams in the area of cultural proficiency and community engagement.
- Provide additional support, services and resources to subgroups that are disproportionate in suspension, expulsion and discipline and special education identification in an effort to improve engagement, attendance and reduction in behavioral incidences in response to the district Equity Plan.
- Provide targeted and strategic support and intervention such as guidance, coaching, consultation and training to special student populations (Foster Youth, low-income and English Learners) and high need areas in the District (i.e. Bay Point/Monument Corridor)
- Support School Counselors and Positive Behavior Intervention and Support (PBIS) teams on developing culturally responsive learning environments that includes a trauma-sensitive framework for policies, procedures and behaviors to entire staff in partnership with the Equity Team.
- Work collaboratively with the Counseling Team (Lead Counselors, Director Special Projects and Director Student Services) and the Equity Team (Equity Administrator, Educational Consultant/Behaviorist Management Specialist) to ensure alignment, articulation, and collaboration.

District-wide Equity Counselor shall work in partnership with site based school counselor(s) and site based school teams

- Provide structured, prevention, intervention and responsive services to meet the needs of individuals or groups of students regarding academic, career, and personal/social issues.
- Consult and collaborate with teachers, parents, and staff to increase student achievement, positive behavior, motivation and academic learning.
- Identify students at risk of not graduating on time; monitor student progress and attendance and provide intervention strategies in partnership with the principal, vice principal, and College/Career Advisors.

- Develop and implement youth activities and programs that reduce discipline rates and maximize student attendance and classroom participation.
- Use data effectively to deliver counseling services to targeted students and schools district-wide
- Assist in the development of school climate and Positive Behavioral Interventions and Supports (PBIS) at the school site.
- Support schools in the implementation of Coordinated Care Teams and Response to Intervention (RtI) Teams to coordinate and monitor support services equitably for students.
- Focus on student strengths and equity when working with students, families, and staff from diverse cultural, ethnic, social, and economic backgrounds.
- Adhere to all professional and ethical standards for the school counseling profession, district policies and procedures, California Education Code, State and Federal law.
- Ensure timely documentation of services provided district-wide
- Assist, design and implement with staff training as needed.
- Work week based on contractual minutes by level (elementary, middle, high) and schedule shall be determined by mutual agreement between school counselor and Director Special Projects.
- Attend job-related meetings and activities.
- Perform additional duties as assigned by Director Special Projects or designee.

Qualifications

Knowledge and Skills

1. Knowledge of effective strategies to identify and address the educational needs of students in public education and access career training opportunities, universities and colleges.
2. Understanding of child and adolescent development (physical, cognitive, behavioral, emotional) and ability to use this information to provide effective counseling services.
3. Ability to work effectively with all segments of the educational community and general public.
4. Ability to exercise good judgment and decision making.
5. Knowledge of the IEP and Section 504 process and related school district policies and procedures.
6. Knowledge of practices and procedures related to school discipline, including but not limited to alternatives to suspension and expulsion.
7. Knowledge of practices and supports to develop a culturally responsive learning environment.
8. Knowledge of trauma-informed theories, principles, and practices which include resilience building strategies.
9. Knowledge of school counseling approaches and ability to address child and adolescent concerns within the school setting as a whole.
10. Possession of a valid California driver’s license.

Education, Training and Experience:

Possession of Pupil Personnel Services Credential (PPSC) with Authorization in School Counseling, School Psychology, or School Social Work.

Physical Abilities:
Hear and speak to make presentations and exchange information in person and on the telephone; communicate so others will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports and to observe other personnel; sit or stand for extended periods of time; work at a desk, conference table, small student classroom table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders, and horizontally; lift and move objects weighing up to 25 pounds.

MDEA Counselor Salary Schedule and 195 day Work Year.
Hours worked beyond teacher contractual work day, by level, shall be subject to the terms and conditions of the Counselor Work Year Flexibility MOU

Approved by Board of Education: June 25, 2018