

SCHOOL COUNSELOR

DEFINITION:

Under direction of the District and site administration, school counselors will implement the philosophy, goals, objectives, and policies of the Folsom-Cordova Unified School District, as adopted by the Board of Education: adhere to the Code of Ethics, as stated in FCUSD policy; abide by the professional school counseling ethics as advocated by the American School Counselor Association (ASCA), participate as an advocate, resource, and communication liaison for students.

QUALIFICATIONS:

Experience:

- At least 2 years of related job experience preferred

Education:

- California Pupil Personnel Services credential authorizing service as a California School Counselor
- Master's Degree in a related field of study from an accredited college or university

DISTINGUISHING CHARACTERISTICS:

- Perform essential job functions and job task requirements
- Promote educational excellence for all students
- Possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Deliver a school counseling core curriculum through classroom presentations and structured group activities to promote student development in academic success, college and career readiness, and personal/social growth.
- Provide individual or group counseling based on identified needs (peer relationships, stress management, self-regulation).
- Provide responsive services, including individual counseling, crisis intervention, and referrals to on-campus support staff and external mental health services.
- Counsel students with deficient grades and collaborate with them to develop individualized improvement plans.
- Provide academic interventions such as student/parent conferences, early warning notifications, and promotion eligibility letters.
- Refer and advise students on academic support options including tutoring services, summer school, and alternative education programs.
- Assist with transitional counseling between school levels (elementary, middle, high school, and postsecondary pathways).
- Work collaboratively with peer orientation and counseling programs to support new students.
- Assist with registration and/or course selection of new and returning students; develop and revise student schedules as needed.
- Collaborate with administration and serve as a member of the IEP, 504 and SST team to support student accommodations and services.

SCHOOL COUNSELOR

- Interpret state and local assessment data to support class placement and individualized student planning.
- Assess student data to guide academic, career, and personal goal setting.
- Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.
- Monitor student progress across academic, personal/social, and college/career domains, including a-g completion and graduation requirements (HS).
- Use the ASCA Mindsets & Behaviors framework as a foundation for planning and interventions.
- Work in conjunction with College and Career Center staff and utilize college and career databases to support postsecondary planning (HS).
- Collaborate with master schedule planning team.
- Promote equity and access, focusing on underrepresented/marginalized populations.
- Analyze and interpret school-wide data (attendance, achievement, discipline) to identify needs and close gaps.
- Partner with families, educators, administrators, and community stakeholders to foster school climate.
- Communicate regularly with families via emails, newsletters, school websites, and department publications.
- Facilitate conflict mediation and participate in student/teacher or parent/teacher conferences as needed.
- Participate in appropriate documentation and reimbursement processes (e.g., Medi-Cal) in an accurate and timely manner.
- Serve as a program manager and school leader, collaborating with administration to assess, refine, and improve counseling services using data and stakeholder input.

KNOWLEDGE:

- Counseling theory, ethics and associated legal confidentiality requirements.
- Principles, practices and procedures of educational and career counseling.
- ASCA National Model and Mindsets & Behaviors framework for program planning and delivery.
- Crisis intervention models, trauma-informed practices, and conflict mediation strategies.
- Data collection, analysis, and evaluation methods to guide decision-making and measure program effectiveness.
- Postsecondary and career readiness requirements, including UC/CSU a-g criteria, financial aid, scholarships, and CTE/career pathway opportunities.
- Scheduling procedures, master schedule planning, and use of student information systems.
- Specific laws regarding minors and child abuse reporting.
- Applicable sections of the State Education Code and other applicable laws, rules and regulations.
- Curriculum and promotion requirements.
- Normal and abnormal child behavior and development.
- Positive behavior interventions and supports (PBIS) and social-emotional learning (SEL) strategies.
- Student assistance programs.
- Community referral resources.
- Collaborative consultation practices for working with teachers, families, administrators, and external stakeholders.

SCHOOL COUNSELOR

- Educational equity, culturally responsive counseling, and strategies to remove barriers for underrepresented and marginalized student populations.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of District students.

ABILITIES AND SKILLS:

- Oral and verbal communication skills.
- Operation of office equipment including a computer and assigned software.
- Record-keeping and report preparation techniques.
- Effective personal and academic counseling techniques and procedures.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

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.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.