

DIXON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: At Promise Academic Counselor	CLASSIFICATION: Certificated Non-Management
REPORTS TO: As assigned Principals	FLSA: Exempt
WORK YEAR: 194 days	SALARY SCHEDULE: DTA Salary Schedule
BOARD APPROVAL: 6/17/2021	
BOARD REVISION:	

PRIMARY FUNCTION: Under the general direction of the JKMS and DHS Principals, the At Promise Academic Counselor provides a comprehensive identification, prevention, and intervention process for students identified as Socioeconomically Disadvantaged, Homeless, Foster, and Migrant Youth, and students at risk of becoming credit deficient or dropping out of school. The At-Promise Counselor will target student groups historically overrepresented in the list above, with a particular focus on English Learners, Socio-Economically Disadvantaged Students, and Homeless/Foster Youth. In order to proactively impact student outcomes, the At-Promise Counselor will carry a caseload of identified students in grades 6-10 to advise, coach, counsel, mentor, and connect scholars who would benefit from additional services. This counselor monitors grades and behavior, helps develop incremental and long term academic goals, and prepares students for the transition to high school or post-secondary education and careers.

RELATIONSHIP TO STUDENT ACHIEVEMENT: This position supports student achievement by preparing all students to engage in standards-aligned rigorous curriculum and learning that ensures preparation for college, career, and success in a global society.

SUPERVISION OVER: Not Applicable

ESSENTIAL DUTIES AND RESPONSIBILITIES: Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but to accurately reflect the primary job elements. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- In partnership with site administration and other leaders, establish and implement a process to identify students at risk of failing, leaving school prematurely, or not graduating college and career ready.
- Apply appropriate interventions and services for identified students. These services might be instructional, social-emotional, health, or other auxiliary services, as appropriate. These services will be in addition to and not a replacement for other services provided to all students within the system. Partner with District and community agencies to ensure students have access to resources they need for success
- Creates, prepares, and implements processes and procedures to actively monitor and report on student grades and achievement, learning goals, attendance, behavior, and other appropriate indicators to ensure effectiveness of the program. Share this monitoring with administrative staff, counselors, teachers, staff, parents, and other stakeholders. Gathers culminating progress data such as reports on grades, attendance, and discipline for the purpose of building the program and keeping track of student progress. Maintains campus at-promise report and keeps a database for keeping track of interventions and the progress of the student.
- In partnership with other staff, work with students to create short and long term goals to increase success. Build student and family capacity to create and monitor goals to ensure buy-in and achievement.
- Communicate with administration, teachers, counselors and other staff regarding the needs of the students, appropriate dropout prevention strategies, and suggestions for the replication of successful programs that enhance the success of at-promise students.

- Collaborate with the campus leadership teams (Department Chairs, PBIS, AVID Site Team, etc.) to identify at-risk students, as well as to establish potential strategies to improve the achievement and engagement of these students.
- Develops and implements individual strategies and provides counseling to at-risk students utilizing a Social Emotional Learning program, individually and in small groups, to increase the likelihood that these students will stay in school, graduate, and achieve post-secondary goals.
- Implements academic career guidance with at-risk students to determine their strengths, interests, and learning styles in setting goals for a future career path.
- Gathers and analyzes data for individual students, identifies potential barriers to graduation, develops and implements intervention strategies, and develops an Individualized Learning Plan with students to meet academic and career goals.
- Schedules and attends meetings (i.e. intervention meetings, parent/teacher meetings, etc.) for the purpose of gathering and disseminating information, as well as to provide training to parents of students identified as being at risk of not graduating.
- Works with faculty, school counselors, and administrators to develop classroom strategies to meet the needs of identified at-risk students.
- Contacts community resource organizations and agencies for the purpose of enlisting needed help for at-risk students.
- Contacts parents/guardians of at-risk students for the purpose of soliciting their help. Conducts parent/guardian education activities to increase their engagement in their students' academic goals.
- Collaborates with middle school staff in utilizing data to identify at-risk students and develop strategies for a successful transition into the rigors of high school.
- Fulfills the responsibilities of a professional school counselor by engaging in professional development activities and complying with professional standards of the district.
- Completes required reports in a timely, efficient manner.

TRAINING, EDUCATION, AND EXPERIENCE:

- Possession of a valid Pupil Services Credential in School Counseling.
- A Bachelor's degree from an accredited institution.
- A minimum of three (3) years of work serving as a successful counselor in California Public Schools.
- Experience and training in a variety of appropriate curriculum, instruction, classroom management, and intervention techniques.
- Bilingual in English and Spanish highly desirable.

LICENSES AND OTHER REQUIREMENTS:

- Fingerprint/criminal justice clearance.
- Possession of a negative TB risk assessment certificate and, if risk factors are identified, a negative TB examination, that is no more than 60 days old and renewable at least once every four years.
- Requires access to a personal vehicle, a valid California Driver's License, and insurable status by the District's carrier.

KNOWLEDGE AND ABILITIES: The following outline of essential knowledge, abilities, and physical requirements is not exhaustive and may be supplemented as necessary in accordance of the job.

KNOWLEDGE OF*:

- Effective personal and academic counseling techniques and procedures.
- Counseling theory, ethics and associated legal confidentiality requirements.
- Systems of Positive Behavioral Interventions & Supports (PBIS).
- Laws regarding minors and child abuse reporting.
- Applicable sections of the State Education Code and other applicable laws, rules and regulations related to assigned activities.
- Correct English usage, grammar, spelling, punctuation and vocabulary.

- Record-keeping techniques.

ABILITY TO*:

- Provide counseling and guidance services to students.
- Relate to and work with students with high needs.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Make referrals to other community resources, support groups and social service agencies as appropriate.
- Think from a systems perspective and design effective student supports.
- Plan, prepare and conduct individual and group counseling sessions.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Maintain current knowledge of program rules, regulations, requirements and restrictions; maintain confidentiality.
- Set limits and personal boundaries for students.
- Assist with curriculum development.
- Plan and organize work, manage a caseload.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction. Meet schedules and timelines. Work confidentially with discretion.
- Read, interpret, apply, and explain laws, rules, regulations, policies, and procedures.
- Maintain records and prepare various reports, including confidential materials.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain consistent, punctual and regular attendance.
- Exchange information with others.
- Monitor student behavior.
- Operate a computer and other office equipment.
- Sufficient mobility to travel from site to site and move about an office, classroom, or playground.
- Operate a computer to input, update, and access a variety of records, information, and data.
- Meet District standards of professional conduct as outlined in Board Policy.

**Candidates should have comprehensive knowledge of concepts, practices, and procedures and the ability to use them in varied situations.*

WORKING CONDITIONS:

PHYSICAL DEMANDS (With or without the use of aids)*:

- Work is performed while in a stationary position for extended periods of time.
- Work is performed while moving about the office to utilize office equipment, etc.
- Work is performed while positioning self to access files and supplies.
- Work is performed while moving supplies weighing up to 10 pounds across the office.
- Requires traveling in a vehicle to job assignments.
- Requires the ability to communicate effectively with staff, students, parents, and community members.
- Requires the ability to detect information displayed on a computer screen and read documents.
- Requires the ability to operate a computer keyboard or standard office equipment.

**Consideration will be given to qualified disabled persons who with reasonable accommodation can perform the essential functions of the job*

SAMPLE ENVIRONMENT: Indoor office setting where employees are protected from weather conditions or contaminants; occasional temperature changes; exposure to usual office sounds, dust, and possible odor of perfume or room deodorizer.