



RIALTO UNIFIED SCHOOL DISTRICT

Wellness Center Counselor on Special Assignment (COSA) Job Description

DEFINITION

Under the supervision of the principal, counsels with pupils whose social, behavioral, academic, and/or personal problems prevent them from learning and thriving to the maximum of their abilities. Facilitates site Wellness Center and provides individual counseling, group counseling and conflict mediation services.

ESSENTIAL DUTIES

- Coordinate and facilitate individual counseling sessions and group counseling programs in the Wellness Center including, but not limited to, Community Circles, One Circle Foundation and NCTI intervention classes.
- Progress monitor student outcomes during interventions, preventative measures, and/or restorative practices.
- Collect and analyze data about the effectiveness of incentives and interventions.
- Assist with the administration of a universal screener, and with analysis of data, address student whole child needs.
- Work with site administration and district personnel, in a leadership capacity, to support and implement Multi-Tiered System of Support (MTSS) at the school site.
- Have knowledge of the Scaling Up of MTSS statewide (SUMS) initiative, and attend the district trainings offered by the district's technical support administrators for the initiative: San Bernardino County Superintendent of Schools (SBCSS)
- Coordinate and facilitate professional development for teachers, administrators, District staff and parents.
- Identify, assist and provide outreach casework and intervention strategies for students and their families, including counseling, case management, and crisis intervention.
- Work with the Student Support Services Department and have knowledge of District initiatives, in ensuring practices of equity and cultural relevant practices are evident across the District, especially as it relates to expulsion referrals, out of school suspensions, and state mandates such as AB1729.
- Assess home, school, personal, and community factors that may affect a student's learning.
- Interview students to provide skill assessment and identification of needs.
- Consult with teachers, administrators, other school staff, and parents (as applicable) regarding Restorative Practices, social, behavioral/counseling interventions.
- As needed facilitate and/or coordinate community building, repairing harm, and restorative circles.
- Identify problems, contributing to student's attendance issues; develop and implement programs to provide students with opportunities to improve their attendance.
- Maintain in a confidential manner, files, records and documents on activities, and provide written reports as requested and/or required by school and district administration.
- Submit forms, evaluations, and reports as required by the federal and state agencies and the District.
- Participate in Positive Behavioral Intervention and Supports (PBIS) team meetings, Restorative Intervention for Student Empowerment (RISE) meetings, Wellness Center meetings, and facilitate teams as necessary to accomplish proper results.
- Attend all required meetings and trainings.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Positive Behavior Interventions and Supports (PBIS)

Ability to:

- Consistently interpret, implement and maintain knowledge of applicable laws, codes, policies, procedures and District regulations that govern scope of work.
- Plan and organize work.
- Communicate effectively in English orally and in writing.
- Analyze situations accurately and adopt effective courses of action.
- Work independently, confidentially and with discretion.
- Meet schedules and timelines.
- Establish and maintain effective working relationships among students, parents and District staff.
- Follow oral and written instructions.
- Compile and analyze information and prepare reports.
- Operate personal computer, related software, and other office equipment.

Experience and Education:

- Possess a valid California Pupil Personnel Services C8.0-6 (i)3.2 (c) requirement.

Ability to deal with psychological factors:

Team work: Yes
Frustration: Medium
Repetitive Tasks: Yes - High
Level of responsibility: High

Must keep up with schedule: High
Flexible: Yes
Able to work overtime as needed: Yes
Dealing with angry teachers, students and parents: Medium

Physiological Factors:

Have a high level of consciousness: Yes
Orientation to time, place or person: Yes
Ability to read at 12th grade level: Yes

Ability to comprehend and follow directions: Yes
Able to keep up a high activity level during the shift: Yes

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