



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)
- MTSS and the SUMS initiative
- Restorative Practices and Restorative Justice frame-works and theories of action.
- Equity and culturally relevant best practices and competencies.
- Trauma informed care practices and intervention strategies.
- Applicable laws, codes, regulations, policies, and procedures governing scope of work.
- Principles and practices of social casework, including group work and community organizations.
- Diagnostic and Statistical Manual of Mental Disorders.
- Physical, intellectual, social, and emotional growth patterns of students.
- Diverse academic, socio-economic, cultural, disability and ethnic backgrounds of District students.
- Record-keeping and report preparation techniques

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 Credential authorizing service in counseling or social work.
- Experience working with children or in a school setting.
- Bilingual desirable.

PHYSICAL DEMANDS

Physical class:

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Regular classrooms, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse campuses and sites of 10 to 40 acres which would include asphalt, grass on playgrounds and dirt.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours	Frequently/Medium - 3 to 6 hours	Constantly/High - 6 to 8 hours plus
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Carrying: Frequently	Fingering: Frequently
Stooping: Occasionally	Standing: Occasionally
Bending: Frequently	Kneeling: Occasionally
Lifting: Frequently	Sitting: Occasionally
Reaching: Frequently	*Driving: Occasionally
Handling: Frequently	Walking: Frequently
Grasping: Frequently	Push/Pull: Occasionally

****Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

Frequent motion:

Keyboarding: Occasionally	Reaching to shoulder level: Occasionally
Twisting: Frequently	Forward should/neck flexion: Frequently
Wrist flexion: Frequently	Reaching above should level: Occasionally
Elbow flexion/extension: Frequently	Reaching below shoulder level: Frequently

Sensory requirements:

Ability to see: Constantly	Ability to smell: Constantly
Ability to hear: Constantly	Ability to touch: Constantly
Ability to talk: Constantly	

Must be able to deal with these environmental considerations:

Heat: Yes	Odor: Yes
Noise: Yes	Humidity: Yes
Moisture: Yes	Fluorescent lights: Yes
Floor may be slippery at times: Yes	Working in close quarters with others: Yes
Working inside: 95% of the day	Working outside: 5% of the day

This job requires:

Alertness: Constantly	Recall of names and dates: Yes
Attention to detail: Constantly	The use of two hands: Constantly
Ability to work in temperatures down to 40 degrees and up to 110 degrees.	

Ability to deal with psychological factors:

Team work:	Yes	Must keep up with schedule:	High
Frustration:	Medium	Flexible:	Yes
Repetitive Tasks:	Yes - High	Able to work overtime as needed:	Yes
Level of responsibility:	High	Dealing with angry teachers, students and parents:	Medium

Physiological Factors:

Have a high level of consciousness:	Yes	Ability to comprehend and follow directions:	Yes
Orientation to time, place or person:	Yes	Able to keep up a high activity level during the shift:	Yes
Ability to read at 12 th grade level:	Yes		