



RIALTO UNIFIED SCHOOL DISTRICT

Positive Behavior Intervention Support/Restorative Justice (PBIS/RJ) Counselor Job Description

DEFINITION

Under general direction of the Coordinator, PBIS/LCAP, implement and assist in planning and developing programs related to Restorative Practices, Foster Youth, Chronic Absenteeism, restorative discipline intervention, and other duties as assigned.

ESSENTIAL DUTIES

- 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.
- Assist and serve as District liaison among students and their families, group home personnel, Foster Youth services, community agencies, county probation departments and the Department of Social Services.
- Work with the Student Support Services Department and District 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 mandates related to 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, harm, and restorative circles.
- Identify problems, contributing to student's attendance issues; develop and implement programs to provide students opportunities to improve their attendance.
- Maintain in a confidential manner files, records and documents on activities and provide written reports as required.
- Submit forms, evaluations, and reports as required by the federal and state agencies and the District.
- Participate in Coordination of Service Team (COST) meetings, Student Intervention Services meetings (SIS), Student Success Team (SST) meetings, and Student Attendance Review Team/Student Attendance Review Board (SART/SARB) processes as appropriate; facilitate teams as necessary to accomplish proper results.
- Attend all required meetings and trainings.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- 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 governing 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		Fingering:	Frequently
Constantly/High - 6 to 8 hours plus		Carrying:	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		