

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Director, Guidance and Counseling	CLASSIFICATION:	Non-Represented Management, Certificated
SERIES:	Director III	FLSA:	Exempt
JOB CLASS CODE:	9728	WORK YEAR:	12 Months
DEPARTMENT:	Continuous Improvement and Accountability	SALARY:	Range 19 Salary Schedule A
REPORTS TO:	Chief Continuous Improvement and Accountability	CABINET APPROVAL:	08-23-17

BASIC FUNCTION:

Under general direction, the director is accountable for improving student academic achievement through access and opportunity in the overall direction, planning, implementation, and effective management of the District-wide guidance, counseling, and master scheduling process. The director will develop, coordinate, implement, and evaluate the District's K-12 Guidance and Counseling program and will support sites to better define, direct, and plan the District's Master Scheduling Process by leveraging data to establish parameters for all school sites. The director will undertake necessary activities relating to fiscal management, control and analysis of area under supervision in support of educating students at a high level; develop, control and monitor the budgets and accounts of the District to ensure the financial viability of the District; and supervise, providing clear work direction and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Develop, coordinate, implement, and evaluate the District's K-12 Guidance and Counseling program. **E**

Develop and ensure the effective implementation of District-wide Advisor-Advisee Program in all secondary schools. **E**

Organize, supervise, and evaluate the work of the District's guidance counselors. **E**

Provide leadership in developing appropriate comprehensive counseling and guidance program activities. **E**

Conduct conferences with counselors' principals to discuss performance quality. **E**

Develop and uses relative evaluative findings to determine the extent to which goals and objectives are met and to provide the basis for continuous program improvement. **E**

Develop and implement programs to monitor guidance program implementation. **E**

Use the mission of the District, program evaluation outcomes, input from counselors, and others to provide effective in-service activities for counselors. **E**

Develop and implement plans to involve guidance staff in evaluating and selecting materials to meet identified students' needs and program goals. **E**

Develop and provide guidance program resources and materials to counselors within the limits of available resources. **E**

Develop programs to ensure that the guidance program is effective in supporting the educational environment. **E**

Develop and implement methods to compile and maintain written records and reports as required and/or as desirable for continued improvement of the guidance program. **E**

Keep abreast of the profession through participation in a variety of professional development activities. **E**

Develop and administer the District's program of counselor evaluation. **E**

Collaborate and plan with the Academic Office, school site administration, District departments, i.e. Technology, Human Resources, and Budget departments, in key information including, enrollment projections, allocation of FTEs, curriculum alignment, and District's student information system. **E**

In collaboration with District Leadership, develop and oversee the Master Scheduling Timeline for all school sites. **E**

Oversee the management and support the development of all school site master schedules. **E**

Develop, implement, and direct end of year scheduling conversion timelines. **E**

Develop and recommend Board policies and administrative regulations District's guidance and counseling program and master scheduling; make recommendations to district leaders regarding potential organizational improvement opportunities to accomplish stated goals, provide technical expertise regarding assigned function. **E**

Develop, control and monitor the Department's budgets and accounts to ensure the financial viability of the District; analyze and review budgetary/financial data to ensure accuracy of information. **E**

Prepare, review, and direct the maintenance of comprehensive narrative and statistical reports, records and files related to programs, projects and activities. **E**

Direct, control, and monitor appropriate work flow, office procedures and protocols, staff development, priorities, and work assignments to meet the needs of the District and the community. **E**

Approve and authorize a variety of financial transactions, and budget or personnel transfers. **E**

Collaborate and communicate with a variety of District administrators, personnel and outside agencies to coordinate activities, resolve issues or concerns, and exchange information to expand practices proven to raise student achievement. **E**

Perform various duties related to payroll, financial accounting, student attendance, accounting, and administration of the financial computer system as assigned; prepare and present financial projections according to established procedures. **E**

Supervise, provide clear work direction and evaluate the performance of assigned staff; recommend performance improvement plan, disciplinary and other personnel-related actions; and train personnel in assigned areas. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to the District's Guidance and Counseling program. **E**

Perform related duties consistent with the scope and intent of the position.

EDUCATION AND EXPERIENCE:

Bachelor's degree required; Master's degree in Education and/or School Counseling preferred. Full time experience as a teacher or school guidance and counselor preferred; and minimum of four years' K-12 administrative management experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance; and valid California Commission on Teacher Credentialing Pupil Personnel Services Credential required. Administrative Services Credential preferred.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

K-12 public school guidance and counseling programs and master scheduling process.

Planning, organization, and direction of business functions of a department.

Utilizing data and assessment results to inform instruction and provide effective interventions for improved student achievement.

District Curriculum, District content standards, and the California Standards for the Teaching Profession.

State and federally identified school improvement models and requirements.

Effective decision-making and accountability.

District's Local Control Accountability Plan (LCAP).

California Professional Standards for Education Leaders (CPSEL) Standards.

California Standards for the Teaching Profession (CSTP).

Planning, organization, and direction of high school initiatives.

Finance, budget development and implementation of state and federal special grants.

Public Schools and their structure.

Cutting edge trends in education reform.

Evaluation approaches, strategies, and techniques.

Computer hardware systems, mainframes, software applications, and languages utilized by the District.

Accurate budget preparation and control.

Analytical and problem solving abilities.

Effective oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Principles and practices of management.

Applicable laws, codes, regulations, policies and procedures.

District organization, operations, policies, objectives and goals.

Principles and practices of effective administration, supervision, and training.

Operation of a computer and related software.

ABILITY TO:

Develop, coordinate, implement, and evaluate a K-12 Guidance and Counseling program.

Define, direct, and plan a District's master scheduling process and parameters for school sites.

Work independently and effectively with minimum direction.
Plan, organize and administer business functions of the District.
Negotiate skillfully in difficult situations and create solutions to promote compromise.
Plan and organize work to meet schedules and time lines to provide timely delivery of high quality services. Think outside the box and develop new methods or solutions inspiring others to reach a common goal.
Analyze situations accurately and timely, and adopt or recommend effective courses of action.
Focus and appropriately allocate resources toward identified goals.
Manage change and design an effective system of reporting progress and monitoring results.
Set clear, realistic, time-bound, and measurable objectives and goals.
Analyze and prepare comprehensive narrative and statistical reports.
Effectively establish and maintain cooperative and collaborative working relationships.
Read, interpret, apply and ensure compliance with applicable rules regulations, policies and procedures. Supervise and evaluate staff performance and support performance improvements throughout the organization.
Assist in sustaining and monitoring the financial viability of the District.
Actively participate in meeting District goals and outcomes.
Apply integrity and trust in all situations.
Meet State and District standards of professional conduct as outlined in Board Policy.
Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
Communicate effectively, both orally and in writing.
Communicate using patience and courtesy in a manner that reflects positively on the organizational unit.
Prepare and deliver oral presentations.
Read, interpret, apply, and explain rules, regulations, policies, and procedures.
Meet State and District standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; school setting, drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.