

EASTERN CARVER COUNTY Schools Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>School Counselor (Early Childhood - High School)</i>	Department / Building: <i>Teaching and Learning</i>
Reports to: <i>Building Principal</i>	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: C-5-2	Bargaining/Work Unit: CEA

SECTION II: JOB SUMMARY

The school counselor is essential in helping all students attain an optimum level of academic, personal, social, and career development, and post high school awareness by utilizing leadership, advocacy, and collaboration. The school counselor will promote student success, provide preventative and proactive services, and respond to identified needs of all students. School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership and mental health teams, school counselors create a school culture of success for all.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: DEVELOP, MANAGE, AND DELIVER A COMPREHENSIVE SCHOOL COUNSELING PROGRAM
Percent of Time:	40%	

Tasks involved in fulfilling above duty/responsibility:

- Develop and implement a comprehensive counseling program following district guidelines based on the [ASCA Model](#)
- Provide leadership and partner with others to develop and deliver the school counseling programs in accordance with the district, state and national standards
- Adhere to laws, policies, procedures and ethical standards of the school counseling profession
- Promote and assist in creating a positive and caring school environment
- Act and serve as a systems change agent to improve equity and access, achievement, and opportunities for all students
- Support students to process any race-based harassment, bullying, or discrimination immediately following an incident
- Consult with building administration to address the needs of the school population
- Accessible for individual student counseling for emotional and social issues and mental health support during the day
- Articulate and promote the counseling program to all audiences (teachers, parents, students, community)

- Implement developmentally appropriate counseling lessons and small groups to meet student and classroom needs and goals in the areas of academic, personal, social and career awareness and exploration
- Analyze disaggregated schoolwide and school counseling program data
- Advocate for students at individual education plan meetings and other student-focused meetings
- Implement and support course/class registration process for incoming and current students
- Coordinate transition process between levels (5-6th,8-9th grades)
- Collaborate with families/teachers/ administrators/ community for student success
- Interpret and reinforce the information in the student handbook
- Plan and administer staff development around student needs as appropriate
- Serve on building and district committees as needed
- Develop a system for promoting the counseling program to parents and the community
- Protect student records and information per state and federal regulations
- Participate in monthly Counselor/Social Work team Professional Development
- Participate in leveled groups (Elementary, Middle, High) to review “tight” responsibilities, data review, and program planning

Duty/Responsibility No:	2	Statement of duty/responsibility: <i>PROVIDE TIER I SUPPORT FOR ALL STUDENTS</i>
Percent of Time:	20%	

Tasks involved in fulfilling above duty/responsibility:

- Assess individual needs and build relationships with students on caseload by various means, including meeting individually with students each school year
- Facilitate 1-minute meetings at the beginning of the year (K-10) with every student using common questions.
- Utilize data driven decisions to plan interventions using results from 1 min meetings, SAEBRS aggregate per building, and pre-post test for groups
- Collaborate with classroom teachers to deliver classroom counseling activities and offer school counseling classroom lessons aligned with Tier I SEL taught by classroom teachers
- Individual advisement and appraisal for academic planning. Schedule students in appropriate courses
- Individual students academic planning, goal setting, and monitor academic progress
- Orientation, coordination and academic advising for new students
- Consult with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success
- Interpret cognitive, aptitude and achievement tests. Support and implement small group accommodations for testing.
- Providing proactive skill development to students who have behavior or disciplinary problems.
- Engage stakeholders in appropriate academic planning for student success beyond high school
- Attend parent conferences and meetings as requested
- Monitor student attendance and support district attendance policy by providing counseling to students who are tardy or absent
- Assist with small group mandated testing accommodations
- Supervise up to 1 lunch period per day

Duty/Responsibility No:	3	Statement of duty/responsibility: <i>PROVIDE PREVENTIVE AND RESPONSIVE TIER II AND III SERVICES</i>
Percent of Time:	40%	

Tasks involved in fulfilling above duty/responsibility:

- Serve as an advocate by placing student needs at the center of the relationship
- Collect and analyze data to identify student issues, needs and challenges
- Consult and plan effectively with caregivers, teachers, administrators, and other educational and community resources regarding students with identified concerns and needs
- Provide teaching and support to small groups of students identified to need assistance in the social, emotional, personal and/or academic areas
- Conduct individual check-ins with students with identified concerns and needs
- Collaborate with staff on development and implementation of interventions to enhance students success
- Implement and effective referral and follow-up process as needed
- Contact social services, law enforcement or other outside agencies as is appropriate
- Attend meetings with stakeholders to articulate student/family needs and concerns
- Attend problem solving (iTeam) meetings to identify at risk students and to plan appropriate intervention strategies
- Act as liaison between outside resources and the school and family
- Connect students and families to school co-located or community resources when longer-term counseling is needed
- Provide crisis response, as needed
- Child find duties

Level Specific Tasks***Early Childhood/Elementary***

- Offer classroom lessons aligned with Tier I SEL taught by classroom teachers
- Conduct Universal Screening MySAEBRS fall and spring
- Facilitate Tier 2 groups based on MySAEBRS data in the following categories:
 - Worry and Anxiety
 - Self-Regulation
 - Social Skills/Friendships
 - Self-Esteem
- Collaborate with general education teachers and push into their morning meetings 4-6 times per year per classroom with supplementary lessons, topics to be determined by individual need

Middle School

- Offer Advisory and WIN sessions to targeted students related to academic, personal, social, and career development

High School

- Offer Advisory and WIN sessions to targeted students related to academic, personal, social, and career development

Other Duties as Assigned**SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES**

- Understanding of the ASCA Model and guidelines
- Awareness of district counseling delivery of services model and standards.
- Strong written and oral communication skills
- Organizational skills
- Planning skills
- Listening skills

- Meeting facilitation skills
- Regular attendance
- Dependability
- Cultural Awareness and sensitivity
- Knowledge of graduation requirements
- Confidentiality
- Demonstrated ability to work with public
- Computer literacy; PC, Windows, E-mail
- Attention to detail
- Ability to prioritize tasks
- Effective problem-solving, human relations, and interpersonal communication skills
- A commitment to continued learning and personal growth.
- Future planning skills
- Ability to be a team player
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission and belief statements of District 112.
- Patience and understanding
- Knowledge of data privacy policy
- Ability to work with local authorities
- Ability to make appropriate decisions
- Facilitate small groups

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Master's degree in School Counseling from an accredited school
- Valid State of Minnesota K-12 licensure in School Counseling

SECTION VI: EXPERIENCE REQUIREMENTS

- Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.