



JOB DESCRIPTION: K-6 SCHOOL COUNSELOR

REPORTS TO: **DIRECTOR OF PUPIL SERVICES AND/OR BUILDING PRINCIPAL**

CLASSIFICATION: Agreement between Mars
Area SD & Mars Area Educational Association

Hours/Day: 8+
Days/Year: 189

Purpose/Summary

Under the supervision of the Director of Pupil Services and Building Principal, the K-6 School Counselors provide a comprehensive counseling program for students in their buildings. They consult with the Building Principal, teachers, parents, and other staff members as needed to enhance their effectiveness in helping students and provide support for other District educational programs.

The K-6 School Counselors help students understand their abilities, aptitudes, and interests in light of the opportunities and demands that they currently experience or may experience in the future, including student assessment and career development. The K-6 School Counselors play an integral role in support of Student Assistance Programs (SAP), Pennsylvania's Career Education and Work Standards, and Character Education programs

Essential Duties and Responsibilities

- Implements the elementary school counseling curriculum consistent with the district's 339 Plan. Conducts classroom school counseling activities dealing with career education and work and character education and responds to teacher invitations for classroom school counseling lessons or systematically conducts developmental counseling groups for each grade level throughout the year. Consults with and/or provides resources to teachers to facilitate their instruction of counseling content and to infuse counseling content into the regular educational curriculum.
- Guides individuals and groups of students through the development of life skills. Works with students in acquiring knowledge about, and making effective use of, skills when interacting in the home, academic and peer environments.
- Counsels' individuals and small groups of students toward social and emotional growth. Conducts structured, goal-oriented counseling sessions in systematic response to identified needs of individual or groups of students. Topics may include barriers to achievement, including but not limited to academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse. Serves as student advocate and avoids the role of disciplinarian.
- Communicates with the Building Principal, teachers, parents, and staff regarding students' needs. Participates in staffing; conducts in-service programs for faculty; acts as a resource person for faculty, staff, and parents; conducts conferences with teachers and/or parents; conducts or provides opportunities for parent education programs; writes articles for parent newsletters and updates school counseling Web pages, as appropriate; and assists families with school-related problems.
- Refers students with problems and their parents to special programs, specialists, and outside agencies. Consults and coordinates with in-District and community-based psychologists, service agencies (Child and Adolescent Service System Program [CASSP] meetings, for example), and physicians.

- Participates in activities that contribute to the effective operation of the school. Contributes to District and individual building goals for enhancing education. Acts as an advocate for groups or individual students as system decisions are made.
- Assists students and parents in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data and works with students in evolving education and occupation plans in terms of such evaluation. Facilitates student goal setting.
- Manages and coordinates the distribution and collection of commercial assessments and PSSAs.
- Works in collaboration with case managers to resolve students' educational needs, including Individual Educational Plans and Gifted Individual Educational Plans.
- Works with Building Principal to write and review 504 Service Agreements in collaboration with families and appropriate professional staff. Receives notification from parent/guardian or school personnel; reviews Eligibility Determination Form to verify the presence of a condition that limits a major life function; and provides parent/guardian with procedural safeguards and any other appropriate paperwork. Coordinates and facilitates a meeting with appropriate school personnel and parent/guardian to complete a draft of the Service Agreement outlining accommodations necessary to "level the playing field" for student. Reviews accommodations with appropriate school personnel (including school psychologist, if necessary) and parent/guardian. Types the 504 Service Agreement, and counselor, principal and parent/guardian sign the final 504 Service Agreement. Distributes 504 Service Agreement to appropriate school personnel and files the original in student's cumulative file with a copy to the Director of Special Education and Student Services.
- Coordinates Homebound Instruction for students within the building, including arranging for teacher coverage, collecting students' physician excuses, receiving time sheets from teachers, and submitting timesheets to the Coordinator of Educational Programs and Services.
- Maintains student records and upholds compliance with the Family Educational Rights and Privacy Act (FERPA) and related federal and state laws.
- Arranges case conferences involving classroom teachers, visiting teachers, school nurses, psychologists, parents, principal, and community agencies.
- Provides clear communication between the sending school and the receiving school for students who are new to the district.
- Plans and evaluates the counseling program. Reviews the counseling program annually with staff and administration; establishes the counseling department master calendar; evaluates learning activities as they are implemented; completes an annual counseling program evaluation including recommendations.
- Trains and mentors intern school counselors. Pursues continuous professional growth, which may include attending approved state and locally sponsored staff development offerings; joining associations; reading professional journals and contributing to professional literature; attending relevant workshops and conferences sponsored by professional organizations; and taking post-graduate courses.

- In conjunction with Building Principal, school psychologist, and other professionals, determines the appropriate referral program and/or service level to meet student needs, including, but not limited to, the Elementary Norwin Educational Support Team (SAP), Child Study, and/or Response to Instruction and Intervention (RtII). Conducts initial screening of students as part of the referral process. Coordinates and facilitates the intervention team process for RtII and SAP for a more cohesive approach. Assumes an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
- In conjunction with Building Principals, school counselors, and other school personnel, coordinates and participates in transition activities between grade levels and/or buildings.
- Facilitates award and scholarship programs as may be required.
- Coordinates with classroom teachers to select and train peer tutors and peer tutoring schedule.

Grades 5-6 School Counselors

- Aids students in course and subject selection and scheduling
- Participates in School-Wide Positive Behavior and Intervention Support as a core team member.
- Collects and analyzes data to determine Pre-Algebra candidates in conjunction with the Building Principal. Careers Education
- Implement and periodically review and update the District 339 Plan.
- Participate on the School Counseling Advisory Council.
- Provide career counseling through classroom lessons, group activities, and individual sessions.
- Provide consultation and collaboration to assist teachers with the integration of career education within their lessons.
- Provide students with opportunities to engage in career planning by offering career assessments, resources related to varied career pathways, and career exploration; assist students in the development of career plan components.
- Oversee and manage the collection of career artifacts; assist with collecting and reporting career data as required.
- Assist students with the creation of an individual career plan that sets realistic career goals based on career assessments, exploration, and academic achievements.

Grades K-4 School Counselors

- Participates in Kindergarten registration by conducting Kindergarten readiness tests and Kindergarten orientation.
- Assists the Building Principal with the planning and facilitation of Enrichment and Remediation Time in each elementary building.

General

- Performs any other duties assigned by the Building Principal or appropriate Central Office Administrator. The district may add or change duties at any time.
- Perform all other duties as assigned by the Superintendent of Schools

Certifications, Licenses, Registrations	
<p>The requirements of this position are:</p> <ul style="list-style-type: none"> • Educational Specialist Certification. • Master's Degree. • Demonstrated knowledge and application of effective principles, practices and trends in the field of school counseling. • Must be able to perform the above responsibilities at a high level. 	
Education, Training and Experience	
Qualification Requirements	
<p><i>To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill and/or ability required.</i></p>	

Primary Work Location				
Office Environment				
Classroom				
Sedentary (S)	Light (L)	Medium (M)	Heavy (H)	Very Heavy (V)
Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.	Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly or requires walking or standing to a significant degree.	Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly or requires frequent running or climbing.	Exerting 50-100 lbs. occasionally, 25-50 lbs. frequently or up to 10-20 lbs. constantly.	Exerting over 100 lbs. occasionally, 50-100 lbs. frequently or up to 20-50 lbs. constantly.
Physical and Non-Physical Demands Key				
C=Continuously	F=Frequently	O=Occasionally	R=Rarely	N=Never
2/3 or more of the time.	From 1/3 to 2/3 of the time.	Up to 1/3 of the time.	Less than 1 hour per week.	Never occurs.
Standing		C	Crawling	
			N	

Sitting	C	Bending	O
Walking	F	Twisting	O
Lifting	F	Climbing	O
Carrying	F	Balancing	O
Pushing/Pulling	F	Vision	C
Reaching	O	Hearing	C
Handling	O	Talking	C
Fine Dexterity	C	Foot Controls	N
Kneeling	O	Other (specify)	
Crouching	O	Other (specify)	

Time pressures	C	Working closely with others/Teamwork	C
Emergency situations	O	Tedious or exacting work	C
Frequent change of tasks	F	Noisy or distracting environment	F
Irregular work schedule/Overtime	C	Other (specify): Multi-building travel to work area	O
Simultaneous multiple tasks	C	Other (specify): Flexible work hours to accommodate School Board Meetings and/or District Events	F

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

K-6 School Counselor_____

Date _____

Board Approval date: _____