

## Job Description

<b>Position Title</b>	<b>Licensed Counselor</b>		
<b>Building</b>	Varies	<b>Department</b>	Guidance/Administration
<b>Hours</b>	Salaried	<b>Supervisor</b>	Principal
<b>Band and Grade</b>	C-43	<b>Tools and Equipment</b>	

<b>Primary Function</b>	Under the direction of the principal, provides guidance to students in the areas of academic counseling while in high school, education and career preparation plans for after high school, and social/emotional experiences.
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<b>Essential Duties</b>	
<b>1</b>	Provides individual advice and direction to students regarding course selection to ensure they are prepared for post- high school education and/or career.
<b>2</b>	Provides guidance and direction to students in a classroom or group setting on college and career preparation, including assisting students with the MN Career Information System, and identifying necessary high school courses.
<b>3</b>	Administers academic and career aptitude tests, including the PSAT, ACT, BST, M CA, Plan, and Explore tests, and assists with administering the SAT and ASVAB tests.
<b>4</b>	Creates a master schedule of all courses based on results of the registration process, and schedules individual students into requested courses.
<b>5</b>	Monitors students' graduation status by checking the number of credits earned, identifying the need for summer or night school, and determining the value of transfer credits.
<b>6</b>	Provides social and emotional counseling to students with respect to family, peer, and school relationships.
<b>7</b>	Schedules and organizes registration process, including securing necessary resources, training staff, and assisting students with the registration process.
<b>8</b>	Communicates with parents and other stakeholders regarding graduation status, financial aid, college/career planning, testing, personal counseling issues and resources, credit recovery, and summer school.
<b>9</b>	Coordinates Tech Prep/Carl Perkins funding by attending meetings, facilitating the exchange of information between stakeholders, and advocating for teachers and students.
<b>10</b>	Advises the National Honor Society by identifying service opportunities in the school and community, and planning events and activities.
<b>11</b>	Giving support to students' emotional, social and academic needs.
<b>12</b>	Academic advising for courses.

<b>13</b>	Assistance with career and college planning.
<b>14</b>	Assisting students with problem solving, conflict management, goal setting, and asset building.
<b>15</b>	Member of the Mental Health Team.
<b>16</b>	Member of the Crisis Team.
<b>17</b>	Member of SAT Team
<b>18</b>	Member of Child Study Team
<b>19</b>	Information sessions for parents on financial aid and college/career planning.
<b>20</b>	Responsible for guidance curriculum development and implementation.
<b>21</b>	Provide one to one counseling and mentoring for students/staff/parents.
<b>22</b>	Design and lead groups relevant to student academic, developmental, and behavioral needs.
<b>23</b>	Perform assessments of behavioral, emotional, and academic presentation.
<b>24</b>	Assist educators in creating and delivering modifications and accommodations to support academic performance and socio-emotional functioning.
<b>25</b>	Create school-wide guidance initiatives that foster personal growth.
<b>26</b>	Keeping track of PREP list students in 7 <sup>th</sup> and 8 <sup>th</sup> grade.
<b>27</b>	Membership of Leadership Committee.
<b>28</b>	Leader of RESPECT Team.
<b>29</b>	MCA testing coordinator.
<b>30</b>	Provide school guidance curriculum – communication, problem-solving, and conflict resolution; education on understanding of self and others; peer relationships, coping strategies, and effective social skills; academic support, including organizational, study skills; diversity awareness.
<b>31</b>	Responsive services – individual and small-group counseling; individual/family/school crisis intervention; referrals to community services; classroom guidance lessons pertaining to relevant topics.
<b>32</b>	System support – collaboration with teachers, parents, administrators, and students; program management, trainings.
<b>33</b>	Academic planning – goal setting and decision-making; transition plans.
<b>34</b>	Administrative support – registration and scheduling; assist with special event planning; coordination of counseling programs between the high school and junior high; parent communication; testing coordinator: 7-12 (BSTs, MCAs, MAP); academic data digs: review and finalize with academic committee; alternative education enrollment, academic support.
<b>35</b>	Student support – registration of new students, follow new student orientation plan, scheduling classes, new student orientation team – coordinate with student council advisor; schedules change; following issuance of mid-terms each quarter, counselor and assistant principal will advise recipients of multiple mid-terms and coordinate

	arrangement of: academic enhancement time management, tutoring, after-school program, monitoring of progress to check on student compliance; organize and facilitate the conflict resolution program; co-chair the SAT Team with assistant principal; NSH advisor; SERG Committee member; attend SPED staffings.
<b>36</b>	Building support – attendance at the following: parent-teacher conferences, open houses, workshops, in-service training days, scholastic awards and commencements; newsletter (online update); orientation with principals; female aggression (start with 9 and 10); cards with suicides; groups: relationships and life skills, EBD group, chemical; 8 <sup>th</sup> grade asset building class, once a week, yearlong; counseling website: link for parents, mental health, drugs, etc., registration – small group presentations, guidance lessons – grade level focus; advisor/advisee; academic lettering with assistant principal; registration meetings: 11 <sup>th</sup> and 12 <sup>th</sup> individually; focus presentations; career center; registration: checklist for students and advisors, homeroom teachers will serve as advisors for kids, transcripts, need two or more staff meetings, junior seminar, senior ind meetings: presentation for staff, also staff as advisors; student assistant contract; report cards, mid-terms, incompletes: monitored all academic progress; SAT Team facilitator; participated on SERG Committee; SPED liaison.
<b>37</b>	Implement the middle-level guidance curriculum – conduct developmental guidance lessons in the classroom and in large groups; facilitate the integration of the guidance curriculum into educational curricula; select topics and resources consistent with school identified objectives; conduct orientation and for students new to the school; provide middle level transitional activities; assist students with developing educational goals; provide school-to-career guidance activities using resources (Explore, MCIS, planners, testing); provide guidance for high school planning and registration; assist the administration with the school testing and scheduling; counsel small group and individual students.
<b>38</b>	Conduct structured, goal-oriented counseling sessions in response to identified needs relative to achievement and school success of individuals and groups of students.
<b>39</b>	Consult with and serve as a resource for teachers, staff, and parents regarding the developmental needs of students – conduct and facilitate conferences with teachers, students, and parents; maintain records to document interactions, interventions, and decisions.
<b>40</b>	Refer students and their parents to community agencies, programs, or specialists as appropriate – maintain a comprehensive list of district and community resources; consult and coordinate with in-district and community resources; consult with school staff members for appropriate student placement (regular education, English Language Learners, special programs); report child abuse and neglect in accordance with NRS432B.22.
<b>41</b>	Fulfill professional responsibilities – advocate for all students; maintain confidentiality; maintain records consistent with ethical and legal guidelines; participate on the school-based crisis team; perform responsibilities in an organized, accurate, timely, and dependable manner; assist students with course selections which are the most challenging for their high school career plans; operate within the federal and state laws and the established district and school procedures and policies; provide support for the other school and district programs and personnel; pursue professional growth.
<b>42</b>	Notes to highlight and discuss – chemical and drug information; 7 <sup>th</sup> grade retreat.
<b>43</b>	Responsible for keeping his or her portion of the website updated.

<b>43</b>	Performs other duties of a similar nature or level.
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<b>Minimum Qualifications</b>	Master of Science in School Counseling with appropriate licensure from the Minnesota Department of Education and three years teaching experience, two years experience leading extracurricular activities, and one year school counseling experience, or an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.
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<b>Knowledge Required</b>	<ul style="list-style-type: none"> <li>• Knowledge of teaching principles, practices, techniques, and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of learning theory and approaches.</li> <li>• Knowledge of high school graduation requirements.</li> <li>• Knowledge of college acceptance requirements and application process.</li> <li>• Knowledge of assessment procedures and techniques, and evaluation methods.</li> <li>• Knowledge of course credit models.</li> <li>• Knowledge of counseling techniques.</li> <li>• Knowledge of contract guidelines as they relate to course scheduling.</li> <li>• Knowledge of computers and related software applications.</li> <li>• Knowledge of general office equipment.</li> </ul>
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<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Skill in applying schedule models.</li> <li>• Skill in public speaking and conflict management.</li> <li>• Skill in providing academic and emotional counseling.</li> <li>• Skill in assessing and evaluating student needs.</li> <li>• Skill in problem solving.</li> <li>• Skill in using computers and related software applications.</li> <li>• Skill in using general office equipment.</li> <li>• Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.</li> </ul>
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<b>Physical Activities/ Requirements</b>	<p>Reaching, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Sedentary work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met</p>
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