



POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: School Counselor	Department / Building: Assigned Building
Reports To: Principal	FLSA Status: Exempt
Grade / Subgrade: District-wide	Bargaining / Work Unit: Certified Staff
Duty Year: 186 days + 10 days outside of the designated contract year for MS and 15 days for HS	Position Last Updated: 03-18-2024 (Board); 03-06-2025 (Admin)

SECTION II: JOB SUMMARY

Responsible for helping students to develop social, emotional, and educational plans to meet individual learner needs. Also responsible for serving and supporting students through individual guidance and counseling, consulting with parents and staff. Work is performed under the supervision of the building principal.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	Statement of duty/responsibility: Educational Planning and Guidance
Percent of Time	65%	

Tasks involved in fulfilling above duty/responsibility:

- Provides orientation and transitional services to incoming students designed to increase their chances for success and achievement.
- Assists students with registration, course selection, and modification of individual programs.
- Schedules and facilitates conferences among parents, guardians, students, teachers, and administrators.
- Assists students in their exploration of career interests and opportunities.



- Confers with students, parents, guardians and staff regarding educational planning, career development and personal and social growth.

Duty/Responsibility #	2	Statement of duty/responsibility: Student Behavior Management
Percent of Time	25%	

Tasks involved in fulfilling above duty/responsibility:

- Intervenes in problematic student behaviors at the earliest stages possible.
- Contributes to the district’s development of preventative strategies intended to help address and alleviate difficult behaviors.

Duty/Responsibility #	3	Statement of duty/responsibility: Special Projects
Percent of Time	10%	

Tasks involved in fulfilling above duty/responsibility:

- Develops and sustains integrated working relationships with other district specialists, such as psychologists, social workers, nurses, special services staff, etc., that contribute to the provision of effective and coordinated student services.
- Attends meetings, workshops, and training sessions as assigned by the building principal.
- Performs other job-related duties as requested or assigned.

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Thorough knowledge of counseling practice and behavior management concepts sufficient to assist students in need of mental or emotional assistance.
- Knowledge of community agencies to help students and their families.
- Ability to work purposefully, confidently, and independently within authority and responsibility parameters of the position with minimal supervision.
- Demonstrated listening skills.
- Ability and willingness to collaborate and cooperate with other staff in accomplishing the goals of the school program.
- Knowledge and ability to maintain a good working knowledge of the site, area(s) and student population(s) to which assigned.
- Ability to develop and maintain effective working relationships with students, staff, and parents.
- Ability to communicate in oral or written form in a grammatically correct manner.
- Ability to read and interpret simple directions and comprehend written information.



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- Ability to interpret directions and clearly articulate expectations to students.
- Ability to demonstrate caring and warmth for children and an understanding of children's needs.
- Knowledge of and the ability to incorporate into the job, general concepts covering child and adolescent health and development.
- Knowledge, skill, and ability to respond calmly and appropriately in emergency situations.
- Knowledge of and compliance with all District policies and procedures applicable to effectively performing this position as outlined in the job description.
- The knowledge, skill, and ability to set up, maintain, and ensure the security and confidentiality of data and information, particularly student related records.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Bachelor's degree in Education, Counseling or other related field required.
- Master's degree in School Counseling and required MN teaching license as School Counselor required.

SECTION VI: EXPERIENCE REQUIREMENTS

- Two to four years of experience in an educational or mental health environment required.
- One year of experience working with children with special needs is preferred.

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

- A clear and demonstrated commitment to the District mission, which is to provide a safe educational environment where students develop lifelong learning skills that nurture positive attitudes and self-worth.
- 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.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.



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Demands					
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)					
Physical	Lifting/Carrying		Exposure to Environmentals		
Standing	F	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through body and/or body fluids	O
Walking	F	Up to 25 pounds	F	Toxic chemicals	O
Sitting	F	Up to 50 pounds	O	Moving parts	O
Talking in person/on the phone	F	Up to 75 pounds	N	Electrical shock risk	N
Pushing/pulling	F	Up to 100 pounds	N	Explosives	N
Hearing	F	More than 100 pounds	N	Fumes	N
Feeling, grasping, finger dexterity	C	Noise Levels		Extreme cold (non-weather)	N
Climbing, balancing	O	Quiet (i.e. private office)	F	Extreme heat (non-weather)	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with printers, light traffic)	F	Varying weather conditions	N
Crouching, crawling, kneeling, squatting	O	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	O	Sight	
Stretching/reaching with hands and arms	F	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	F
Distinguishing smell	O			Looking at computer monitor	F
Distinguishing temperature	O			Color vision (identify and distinguish colors)	F
Traveling by automobile	O			Peripheral, depth perception	F

NOTICES

Notice of Nondiscrimination

St. Michael-Albertville School District 885 does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. District 885 also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator for personnel, Douglas Birk, Director of Administrative Services, at 763-497-6504.

Equal Employment Opportunity Employer Notice

The St. Michael-Albertville School District 885 is an equal employment opportunity employer who applies veteran's preference during hiring in accordance with applicable laws and district policy. The STMA District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, marital



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status, sex, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status.