

MINOOKA COMMUNITY CONSOLIDATED SCHOOL DISTRICT 201

JOB DESCRIPTION

Job Title: **Academic Counselor** Reports To: **Building Administrator and/or designee**
 Pay Schedule/Range: **MEEA Contract** FLSA Status: **Exempt**
 Prepared/Revised Date: **February 2022** Work Year: **Certified Staff Calendar + 8**

SUMMARY: The basic role of the School Calendar is to facilitate the operation of an efficient and effective School Counseling Program for the students of Minooka CCSD #201. The School Counselor works collaboratively with classroom teachers to support student learning and growth while also working to support student social emotional well-being.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Task Descriptions
<p>1. Oversee and monitor the academic development of all students, providing specific focus to at risk populations</p> <ul style="list-style-type: none"> ● Collaborate with faculty, staff, and parents/guardians to better understand and meet the needs of all students. ● Provide individual counseling for students in response to identified needs. ● Conduct small group counseling sessions in response to identified needs. ● Participate in and assist with the MTSS process for academics. ● Communicate and collaborate with parents/guardians of at-risk students and students in jeopardy of grade level retention. ● Advise students and parents/guardians of summer school information as needed.
<p>2. Assist new students and parents/guardians in enrollment and class selection, particularly to provide adjustment support during the time of transition for new students.</p> <ul style="list-style-type: none"> ● Evaluate transfer grades and requirements. ● Evaluate IEP/504 paperwork for new students and collaborate with teachers to ensure smooth transition of services. ● Provide adjustment support during the time of transition for students.
<p>3. Deliver the Academic components of Student Services curriculum appropriate for assigned grade level.</p> <ul style="list-style-type: none"> ● Provide grade level transitional activities, particularly when the transition involves entrance into a new school building. ● Collaborate with feeder and sender schools in an effort to gather information regarding course offerings, registration procedures, and materials needed to support transitioning students. ● Meet and confer with students and/or parents/guardians as needed to make necessary changes in the student's schedule. ● Facilitate testing, interpret test results, student data and other assessments with students, staff and parents/guardians. ● Advise students and parents/guardians of alternate school information as needed (e.g. IMSA).
<p>4. Collaborate with faculty, staff, and parents/guardians to better understand and meet the Personal/Social developmental needs of all students.</p> <ul style="list-style-type: none"> ● Identify personal needs within the school through screenings, consultation with staff, office referrals, student data, attendance records, and observations. ● Provide individual counseling for students in response to identified needs. ● Conduct small group counseling sessions in response to identified needs. ● Participate in and assist with the MTSS process for behavior. ● Deliver the Personal/Social components of the Student Services curriculum to all students. ● Provide a link between students and appropriate community resources and outside agencies.

5. Facilitate conflict resolution situations as needed between student/student and student/teacher by fostering an environment of respect and rapport with all stakeholders
6. Design, deliver, evaluate, and revise a sequential and developmentally appropriate school counseling curriculum (based on the American School Counseling Association standards), which include lessons in academic, career, and personal/social development. <ul style="list-style-type: none"> ● Collaborate with staff to promote the school-wide integration of the Student Services curriculum. ● Provide student data relative to the school counseling curriculum outcomes to building and district level administration. ● Provide students with information related to high school scheduling and post-secondary options. ● Establish and maintain community connections to aide in college and career readiness.
7. Provide leadership by actively participating in various school committees and professional development activities to improve knowledge and skills.
8. Assist the administration in the registration and scheduling process
9. Assist the administration with the school achievement testing program.
10. Maintain records consistent with ethical and legal guidelines.
11. Facilitate and assist with the management of student 504 plans, including communication with staff and families regarding 504 plans and participation in 504 meetings as deemed appropriate and necessary.
12. Perform other duties as assigned, including responding to emergency situations.

EDUCATION AND RELATED WORK EXPERIENCE:

- Valid licensure in School Counseling
- Experience in the field of School Counseling preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Valid driver’s license
- Criminal background check required for hire; employment contingent on appropriate results.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Advanced oral and written communication
- English language skills
- Bilingual oral and written communication skills preferred
- Advanced interpersonal skills
- Advanced leadership, management, problem solving, collaboration, and team-building skills
- Advanced time management, organizational, multi-tasking skills
- Advanced knowledge of content, curriculum and pedagogy and actively seeks opportunities to continue learning about curricular initiatives and instruction
- Advanced knowledge of multiple assessment measures and data analysis to identify trends in district and school data for the purpose of improving student achievement
- Ability to manage multiple tasks with frequent interruptions, to use time efficiently, to demonstrate attention to detail, to follow instructions and respond to management direction
- Ability to promote and follow IDEA regulations, Board of Education policies, and District, building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, direct staff regarding safety expectations, correct unsafe conditions/practices, and inform the Supervisor regarding any urgent conditions

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers, peripherals, and office software
- Operating knowledge of and experience with office equipment such as telephones, copier, fax machine, E-mail, etc
- Operating knowledge of and experience with collaborative software such as Google Suite, Microsoft One or similar sharing tools
- Operating knowledge of and experience with education software, including student information systems and special education reporting software

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE
Reports to:	Building Administration and/or Designee

Direct Reports:	POSITION TITLE	# of Employees
	None	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to sit; stand; walk; use hands to finger, handle, or feel; and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move a minimum of 20 pounds. Specific vision abilities required by this job include close vision and ability to adjust focus.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, coordinate, synthesize, use interpersonal skills, compile, compute, evaluate, and negotiate. The employee is occasionally required to instruct and copy.