Merrimack School District

School Counselor

Role Description

Title: **School Counselor**

REPORTS TO: **Building Principal**

High School Counselors: Director of School Counseling

JOB GOAL: The goal of the School Counselor is to provide students with a culturally competent, comprehensive school counseling program that supports the development of the knowledge, mindsets, skills/competencies necessary for academic success, social/emotional development, and college and career readiness. School counselors maximize student success by building strong relationships with students and families, and by promoting access and equity for all students.

QUALIFICATIONS:

- Master's degree in counseling or related field
- Certified (or certifiable) by the New Hampshire Department of Education as a School Counselor

RESPONSIBILITIES

Direct Student Services

- Provide individual, small group, and whole group counseling to students in elementary, middle, and high school aimed at promoting the highest level of student achievement through growth in academic, social/emotional, and career domains
- Provide responsive counseling to students with acute social-emotional challenges that may impede academic achievement
- Assist with safety screenings and appropriate referrals to community-based providers when appropriate
- Assess student abilities, interests, and achievement to help them make decisions about their future
- Develop activities and programs at an appropriate developmental level that help students explore career aspirations (at the high school level, addressing a range of post-secondary options, including college and career readiness programming)
- Provide information about school and community resources to students and families and facilitate referrals to support student needs.

Proposed to School Board: November 7, 2022
Board Approval: November 21, 2022

- Collaborate with other educators, administrators, family members, and community organizations to share strategies that promote academic success
- Provide information, feedback, and recommendations to staff, family members, and/or students for classroom placement, course selection and/or the meeting of graduation requirements
- Assist students and families in identifying, coordinating, and supporting the development of appropriate remedial and/or alternative academic programming, when necessary, especially at the high school level
- Participate on Individualized Education /504 Teams and other student-focused teams
- Facilitate the Section 504 Eligibility and Planning process for students if applicable

Indirect Student Services and System Supports

- Collaborate with other district educators to develop, review, assess, and maintain a trauma-informed, culturally, and linguistically sensitive school counseling program as part of a multi-tiered system of care
- Collect, interpret, and analyze data to inform program development and student planning.
- Coordinate, support, and deliver developmental Tier 1 curriculum and Tier 2 / 3 interventions to promote academic, social/emotional and career development skills for all students
- Provide consultation and support to educators seeking to implement proactive interventions to support students
- Provide leadership within the school to leverage social emotional skills for equity and academic achievement
- Create an environment of respect and rapport, manage routines and procedures, and positively contribute to an equitable school culture
- Develop, coordinate, and implement programs and activities to enhance students' successful transition from school-to-school and/or other related programs
- Participate in school and district committees and initiatives to provide system support.
- Perform other position-related tasks or services as may be assigned

KNOWLEDGE, SKILLS and ABILITIES:

- Strong knowledge of counseling theory and practice, including the *American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs, 4th Edition, (2019),* trauma-informed care, Multi-tiered Systems of Support (MTSS-B), Collaborative Problem Solving, and Non-violent Crisis Intervention (CPI)
- Proven ability to collaborate with teachers, administrators, other school district staff, students, students' family members, and the larger community
- Evidence of positive leadership and advocacy for students and their families
- Clear evidence of effort to maintain current best practices in the profession
- Commitment to the *ASCA Ethical Standards for School Counselors*

- Strong written and oral communication skills
- Strong organizational skills

EVALUATION AND PROFESSIONAL GROWTH

The individual in this position is expected to participate in the professional growth and evaluation process in accordance with the district procedures.

TERMS OF EMPLOYMENT: Teaching contract year

Physical Activity Requirements:

Lift up to 10 lb.	N	R	O	**F**	C
Lift 11 to 25 lb.	N	R	O	**F**	C
Lift 26 to 50 lb.	N	R	**O**	F	C
Lift over 50 lb.	N	R	**O**	F	C
Carry up to 10 lb.	N	R	O	**F**	C
Carry 11 to 25 lb.	N	R	**O**	F	C
Carry 26 to 50 lb.	N	R	**O**	F	C
Carry over 50 lb.	N	R	**O**	F	C
Twisting	N	R	**O**	F	C
Bending	N	R	**O**	F	C
Crawling	N	R	**O**	F	C
Squatting	N	R	**O**	F	C
Kneeling	N	R	**O**	F	C
Crouching	N	R	**O**	F	C
Climbing	N	R	**O**	F	C
Balancing	N	R	**O**	F	C

KEY

N = not required

R = rarely

O = occasionally

F = frequently

C = constantly

Work Surface(s)

Reach above shoulder height	N	R	**O**	F	C
Reach at shoulder height	N	R	**O**	F	C
Reach below shoulder height	N	R	**O**	F	C
Push/Pull	N	R	**O**	F	C

Hand Manipulation

Grasping	N	R	O	**F**	C
Handling	N	R	**O**	F	C
Fingering	N	R	**O**	F	C
Torquing	N	R	**O**	F	C

Controls and Equipment:

Use of typical office/classroom equipment.

During a typical day, employee may be required to:

	Consecutive Hours	Total Hours
Sit	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**
Stand	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**
Walk	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**

Cognitive/Sensory Requirements:

Talking: Necessary for communicating with others.

Hearing: Necessary for taking instruction/direction from others.

Sight: Necessary for doing job effectively

Taste/Smell: Smelling required to detect odors, such as natural gas, electrical smoke, etc.

Summary of Occupational Exposures:

Exposure to typical building-related hazards and materials.

Exposure to outdoor exposures