

Amendment to Board Packet:

D. Policy Committee Report

1. First Reading 246 School Counselor Job Description

**SCHOOL DISTRICT OF PHILLIPS
JOB DESCRIPTION**

Position Title	Date Revised	Board Policy
6 -12 School Counselor	Draft	246

Immediate Supervisor: Director of Pupil Services

BASIC FUNCTIONS AND RESPONSIBILITIES

The school counselor provides a program of services under the supervision of the Director of Pupil Services. The school counselor will assist in the orientation and placement services for students, provide counseling in the areas of academic, personal/social, and careers. Will work with grade level teams with respect to student intervention, daily monitoring students on behavioral contracts, and help with test-taking skills. The counselor also acts as a liaison with school/community organizations.

ESSENTIAL JOB FUNCTIONS

- 1) Review incoming student records and assists in placement and orientation of new students.
- 2) Assist with behavioral interventions and special education referrals
- 3) Coordinates State assessments for 9-12 students as well as providing data to the Board of Education when results are public
- 4) Member of the District crisis management team
- 5) Work with individual students and groups of service to address issues of friendship, school achievement, family, mental health, and community.
- 6) The counselor will actively work with community agencies in dealing with child abuse and neglect, alcohol and other drug abuses, attendance, and program modification.
- 7) Works with finance manager on Carl Perkins grant.
- 8) Will coordinate and implement the ACP (Academic and Career Planning) program.

SUPERVISION RECEIVED: Director of Pupil Services

SUPERVISION EXERCISED: Implementation and oversight of CREW structure. Strategically plan CREW meetings to address and assess goals and objectives of the building administration.

QUALIFICATIONS, TRAINING, AND EXPERIENCE

- 1) Wisconsin DPI license in guidance and counseling
- 2) Knowledgeable about statewide and district assessments
- 3) Knowledge of RtI-Response to Intervention, PBIS- Positive Behavior Intervention Systems, The American School Counseling National Model
- 4) Able to provide individual, small group and classroom guidance
- 5) Ability to work with families and students with diverse backgrounds and experiences to improve school performance.

ESSENTIAL APTITUDES, SKILLS, KNOWLEDGE AND PERSONAL CHARACTERISTICS

1. A person with counseling experience in the areas of State testing, the IDEA process, behavior strategies and learning styles.
2. A person who understands the wants, needs, motivations, and aspirations of all students.
3. A specialist who can provide leadership and can communicate well with a teaching staff comprised of veteran and novice professionals.
4. A leader who has experience in staff development, transitions, and student assessment.
5. A person who exhibits personal integrity and professionalism.

This description is intended to indicate the kinds of tasks and levels of work difficulty that will be required of positions that will be given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

**SCHOOL DISTRICT OF PHILLIPS
JOB DESCRIPTION**

Position Title	Date Revised	Board Policy
PES School Counselor	Draft	246

Immediate Supervisor: Director of Pupil Services

BASIC FUNCTIONS AND RESPONSIBILITIES

The school counselor provides a program of services under the supervision of the Director of Pupil Services. The school counselor will assist in the orientation and placement services for students, provide counseling in the areas of school, family, personal, and community issues, helps coordinate career planning as appropriate, works with grade level teams with respect to student intervention, daily monitoring students on behavioral contracts, and help with test-taking skills. The counselor also acts as a liaison with school/community organizations.

ESSENTIAL JOB FUNCTIONS

- 1) Review incoming student records and assists in placement and orientation of new students.
- 2) Assist with special education referrals and acts as LEA for meetings when needed
- 3) Assist with identification of gifted/talented students and providing for appropriate accommodations.
- 4) Coordinates referral processes for students identified for possible retention.
- 5) Coordinates State assessments for K-5 students as well as providing data to the Board of Education when results are public
- 6) Member of the District crisis management team
- 7) Work with individual students and groups of service to address issues of friendship, school achievement, family, mental health, and community
- 8) The counselor will actively work with community agencies in dealing with child abuse and neglect, alcohol and other drug abuses, attendance, and program modification.

SUPERVISION RECEIVED: Director of Pupil Services

SUPERVISION EXERCISED: Implementation and oversight of CREW structure. Strategically plan CREW meetings to address and assess goals and objectives of the building administration. Implementation and oversight of PBIS program.

QUALIFICATIONS, TRAINING, AND EXPERIENCE

- 1) Wisconsin DPI license in guidance
- 2) Knowledgeable about statewide and district assessments
- 3) Knowledge of RtI-Response to Intervention, PBIS- Positive Behavior Intervention Systems, The American School Counseling National Model
- 4) Able to provide individual, small group and classroom guidance
- 5) Ability to work with families and students with diverse backgrounds and experiences to improve school performance.

ESSENTIAL APTITUDES, SKILLS, KNOWLEDGE AND PERSONAL CHARACTERISTICS

1. A person with counseling experience in the areas of State testing, the IDEA process, behavior strategies and learning styles.
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