EAU CLAIRE AREA SCHOOL DISTRICT

JOB DESCRIPTION

Job Title	School Counselor
Department	Student Services
Reports To	Building Principal
Classification	Certified
Location	District-wide
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The School Counselor is a school based mental health professional working in collaboration with other District professionals to support the implementation and efficacy of the Equitable Multi-Level System of Supports framework. This position provides equitable access to a comprehensive school counseling program for all students, focused on academic, personal/social, and career development to prepare students for post-secondary opportunities. Services will be provided through the four counseling program components: guidance curriculum, individual planning, responsive services, and system support. The counselor will prepare all students and families for post-secondary opportunities.

Essential Job Functions

- Develops and delivers a guidance curriculum focused on academic, personal/social, and career development, including Academic and Career Planning (ACP) that prepares all students for post-secondary opportunities.
- Collaborates with teachers and families/caregivers to advocate for the unique academic/social emotional needs of students and creates plans to address and accommodate those needs.
- Provides counseling and other services that incorporate culturally responsive practices and trauma informed care.
- Provides responsive services to meet students' immediate needs, concerns and/or crises.
- Knowledge and personal awareness of the role that race, economic injustice, and culture play in presenting barriers to education as well as how to overcome these barriers.
- Provides individual planning that guides students through ongoing activities to plan, monitor, and manage educational, personal, and career development.
- Provides system support to establish, maintain, and enhance a supportive learning environment.
- Supports school district action steps through the use of relevant data, i.e. Equitable Multi-Level System of Supports (EMLSS), positive behavior intervention and support (PBIS) including the facilitation of small groups/SAIG, Social Emotional Learning (SEL), Culturally Responsive Practices post-secondary readiness, Trauma Informed Care, etc.
- Participate in the school leadership team and school improvement planning.

- Provides support to students to promote social and emotional well-being and academic success through check-ins, counseling/mentoring, responding to behavioral needs, progress monitoring, etc.
- Collaborate with other professionals on classroom management with specific regard to aspects of the curriculum concerned with social and emotional development, behavior, family cooperation, and adaptive behaviors as they relate to cultural background experiences.
- Leads building leadership teams including PBIS Tier I, ACP and Crisis Response.
- Provides guidance and support to students needing Credit Recovery or other supports to graduate.
- Responsible for monitoring progress and supporting students' who have Alternative to Expulsion Education Plans.
- Participate in student/family Attendance Improvement Meetings to problem solve and support student and family.

Ancillary Job Functions

- Facilitates professional development for staff.
- Supervises School Counseling Practicum students.
- Participates in professional development.
- Actively participates on Student Success Teams.
- Performs other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Master's Degree in School Counseling.
- Wisconsin School Counselor Certification.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- One or more years of relevant school counseling experience.
- Must obtain NCI Certification as soon as schedule allows.
- Knowledge of trauma and Adverse Childhood Experiences (ACEs) and the impact on child development.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Ability to understand and implement a Whole Child Focus.
- Knowledge of ASCA Framework.
- Ability to take initiative and be independently motivated.
- Ability to be a student advocate.
- Excellent communication skills including the ability to lead and collaborate on a team.
- Understanding of educational/counseling theories and best practices.
- Knowledge of educational concepts and frameworks such as PBIS, EMLSS, school-based mental health, crisis prevention, crisis preparedness, and targeted interventions to meet individual needs.

- Strong data analysis skills to collect and interpret behavior and academic data.
- Provides and helps school teams interpret and respond to data.
- Thorough understanding of child development stages and well as signs and symptoms of mental illness.
- Knowledge and understanding of cultural diversity in the school setting and family systems/dynamics
- Knowledge of positive parenting skills and practices.
- Good classroom management skills.
- Good organizational and time management skills.
- Good judgment, creative problem-solving abilities, and flexible thinking
- Demonstrates an understanding and use of equitable and culturally responsive practices.
- Able to travel to multiple buildings within the District in compliance with the District driving policy.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.
- May be exposed to potentially hazardous bodily fluids.

Physical Requirements – The physical demands 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 essential functions.

- Must be able to talk, hear, grasp, and reach.
- May be required to reach, stoop, kneel, or crouch.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.