

POSITION DESCRIPTION

TITLE:	Counselor	SUPERVISOR:	Building Principal
DEPARTMENT:	Elementary and Secondary Schools	CLASSIFICATION:	Certified

I. **Accountability Objectives:**

The licensed school counselor's role is to provide counseling, support, and collaboration with other school staff members, and to assist children in becoming effective students while interacting appropriately in school, home and community. The counselor will provide the following services to all students, consistent with the policies and directives of the Colby School District.

II. **Position Characteristics:**

Salary: To Be Determined

Length of Contract: 188 Days

III. **Position Relationships:**

Reports to: Building Principal

Coordinates with: Director of Special Education, teachers, building principals.

IV. **Position Qualifications:**

A. Required Experience and Training:

Wisconsin School Counselor Certification.

B. Desired Qualifications:

Master's degree in school counseling; previous experience preferred. One or more years of relevant school counseling experience.

V. **Position Purpose:**

Utilizing leadership, advocacy, and collaboration, state credentialed school counselors promote student success, provide preventive services that are developmental in nature and respond to identified student needs by implementing a comprehensive school counseling program, an integral part of the total educational process, that is delivered through a variety of activities, addresses academic, career, and personal/social development for all students and evaluated and improved upon through pertinent collected data.

VI. **Knowledge, Skills, and Abilities:**

A. Excellent communication skills.

B. Understanding of educational/counseling theories and best practices.

C. Knowledge of educational concepts and ideas such as PBIS, MLSS, ACP, school-based mental health, and crisis interventions.

D. Strong data analysis skills to collect and interpret behavior and academic data.

E. Thorough understanding of child development stages and well as signs and symptoms of mental illness.

F. Knowledge and understanding of cultural diversity in the school setting.

G. Knowledge of positive parenting skills and practices.

- H. Good classroom management skills.
- I. Good organizational and time management skills.
- J. Good judgment and problem-solving abilities.
- K. Demonstrates an understanding and use of equitable and culturally responsive practices.
- L. Able to travel to multiple buildings within the District in compliance with the District driving policy.

VII. Position Responsibilities:

- A. Develop and deliver a guidance curriculum focused on academic, personal/social, and career development that prepares all students for post-secondary opportunities.
- B. Provide counseling and services that incorporate culturally responsive practices.
- C. Provide responsive services to meet students' immediate needs and/or concerns.
- D. Provide individual planning that guides students through ongoing activities to plan, monitor, and manage educational, personal, and career development.
- E. Provide system support to establish, maintain, and enhance the school environment.
- F. Support school district action steps through the use of relevant data, i.e. Response to Intervention (RtI), Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL), Culturally Relevant Teaching, post-secondary readiness, etc.
- G. Participate in professional development.
- H. Perform related duties as assigned.

VIII. Physical and Environmental Conditions

- A. Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- B. Regularly required to talk and hear.
- C. May be required to reach, stoop, kneel, or crouch.
- D. Location in an office with adequate space and privacy for individual and small group sessions.