



POSITION DESCRIPTION WACONIA PUBLIC SCHOOLS

SECTION I: GENERAL INFORMATION

Position Title: School Counselor	Department: Teaching & Instruction
Immediate Supervisor's Position Title: Building Principal	FLSA Status: Exempt
Job Summary: Under the direction of the Building Principal and/or the guidance of the Assistant Principal, the School Counselor represents a grouping of different counseling positions across the district responsible for providing support and assistance to instructional staff, students and parents by providing a comprehensive school counseling programs to respond to identified student needs in the areas of academic support; college and career guidance; individual and/or group counseling support services.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES: (*Illustrative Examples*)

<ul style="list-style-type: none"> • Conducts individual and/or group counseling services for students such as: <ul style="list-style-type: none"> a) Leads and conducts groups focusing on topics and issues of friendship, grief, social skill development, family changes/issues or ADD/ADHD support. b) Interviews students to determine appropriateness or placement in groups. c) Creates lessons to deal with specific student needs. d) Provides prevention and/or intervention activities to meet student needs. e) Meets with students individually to problem solve issues, build skills to address problems/issues. f) Directs conflict resolution sessions between students to facilitate and clarify issues and to aid in their handling of conflicts/problem solving. g) Coordinates the Peer Mentoring Program to aid in the transition of students from 5th Grade to Middle School. • Coordinates the school guidance curriculum. Plans, implements, facilitates and evaluates guidance tasks. • Assists students individually or in groups with student planning in the areas of academic, career, personal/social skills, goals and plans. <ul style="list-style-type: none"> a) Collaborates with parents and staff in assisting students with educational and career planning. b) Assists students with college planning and preparation. Provides recommendations to students for college applications and scholarship opportunities. c) Transports students to college fairs. d) Assists students with the acquisition of study skills, academic opportunities and benefits • Consults with and collaborates with instructional staff, parents, community services, social workers, police liaison and other professionals in addressing student concerns, making appropriate referrals, to address problems. • Coordinates student assistance team and proctor student testing (BST, MCA, PSAT, ACT, MAP, PSEO, etc.). • Assists in registering new students to school and orients them to school procedures and placement. Conducts new student groups to welcome students to the district. Provides tours and outlines programs and educational opportunities.
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- Represents the department and various building and district meetings (e.g. site meetings, team meetings, special education meetings, COMPASS meetings, etc.) and serves as an advocate for student(s).
- Performs other duties of a comparable level or type, as required.
 - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of expertise/knowledge.
 - b) Attends training sessions, conferences, seminars, district and departmental meetings.
 - c) Keeps abreast of changing developments, trends, counseling and educational technologies.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)				DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma			Master’s Degree	
	High school diploma or GED.				
	1 year college		2 years college		
	3 years college		4 years college		
	1st year graduate level			Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none">• Advanced knowledge of educational, personal and career counseling principles, trends, methods and procedures;• Knowledge of district educational and administrative policies and procedures;• Knowledge of educational, career and personal development resources; standardized testing; graduation requirements, and curriculum standards.• Crisis intervention concepts, principles and techniques.• Knowledge of the fundamentals, concepts, methods and techniques of quantitative and qualitative statistics.• Knowledge of all laws, statutes, or guidelines pertaining to data privacy, ethical standards of school counseling or as they pertain to the duties of the work.• Knowledge of career inventories and college requirements.• Knowledge of community and referral sources.• Operation and use of office productivity software and applications utilized by the district in the maintenance of student records, files, and communications.	
x	2nd year graduate level				
	Doctorate level				

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:	
Required Work Experience in Addition to Formal Education/Training: Minimum of a completion of assigned internship/practice/experience in school counseling.	
LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: Licensed Counselor in the State of MN.

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Skilled in the use and application of statistical, diagnostic, and standardized evaluation tools and methodologies used in personal and guidance counseling; • Skilled in communicating effectively on interpersonal and group levels; • Skilled in providing educational and career counseling, personal and crisis counseling; • Skilled in analyzing and assessing students needs, problems and issues; • Skilled in monitoring of student credits for graduation; • Skilled group dynamics, leading and facilitating group sessions. • Skilled in administering, evaluating and interpreting diagnostic/achievement or vocational/interest tests; • Communicating with and collaborating with parents, teachers, students and administration concerning student needs, student achievement, and social/personal concerns of students and their families.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1		
TOTAL		

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total:

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		X		
Walk			X	
Sit			X	
Use hands dexterously (use fingers to handle, feel)		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop/kneel/crouch or crawl	X			
Talk or hear				X
Taste or smell	X			
Physical (Lift & carry): up to 10 pounds		X		
up to 25 pounds	X			
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows:
Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.

