

**JOB DESCRIPTION**

**JOB TITLE:** School Counselor

**EXEMPT**: No

**SALARY LEVEL**: $47,546 to $89,616 for 180-day school year (2023-24 schedule)

**EXTENDED DAYS**: Ten (10) extended days at base rate

**SHIFT**: 7.75-hours per day – 8:00 am to 3:45 pm

**LOCATION**: St. John School District

**EMPLOYEE**: Certificated

**REPORTS TO**: Principal/Superintendent

**REVIEWED BY**: Tricia Jeffries, Barbara Hahto, and Mark Jacobson

**APPROVED BY**: Superintendent Mark Jacobson 3-11-2024

**Responsibility**: St John School District is seeking qualified applicants for a school counselor opening. This is a unique opportunity for candidates with an interest in working in a small school setting in which they will be valued as an integral part of the school and community. Our counselor will be expected to build healthy relationships with all our students, both elementary and high school, while guiding students through a broad range of opportunities. Qualified applicants must possess a Master’s Degree and an ESA Certificate with Counselor Endorsement. This is a 1.0 FTE, 180-day position, ten (10) extended days, and four (4) supplemental days prior to the 2024-25 school year. The position is open until filled.

**QUALIFICATIONS**:

 Must possess a Master’s Degree in School Counseling (ESA Certificate).

 Meet the state certification/licensure standards.

 Fulfill continuing education requirements.

 Uphold ASCA ethical and professional standards

* Preferred successful experience in a school setting.

 Fingerprint Clearance.

**APPLICATION PROCEDURES:**

* Letter of application
* District Certificated Application Form
* Personal resume
* Three current letters of recommendation
* College transcripts
* Copy of ESA Certificate

**REQUIREMENTS**: The performance elements identified below are for illustrative purposes only and do not reflect an all-inclusive scope of responsibilities.

 Has a primary obligation to the students who are to be treated with dignity and respect as unique individuals;

 Work to create a culture of success for all students;

 Foster and affirm all students and their identity and psycho-social development;

 Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development;

 Works with students to develop and monitor their High School and Beyond Plan;

 Ability to develop positive relationships with others who sometimes demonstrate negative behaviors;

 Promote access and equity for all students;

 Familiar with or experience leading staff in implementing Character Strong Curriculum;

 Provide culturally responsive counseling to students and support student and families/guardians in obtaining outside services if and when students need long-term clinical/mental health counseling;

 Knowledge of effective intervention strategies;

 Maintain appropriate boundaries and are aware that any sexual or romantic relationships with a student is a grievance breach of ethics and is prohibited regardless of student’s age or consent both in-person and electronic interactions and relationships;

 Recognize how a student’s diagnosis and environment can potentially affect the student’s access, participation, and ability to achieve academic, postsecondary, and social/emotional success;

 Understand the vital role and rights of parents/guardians, and families in a student’s success;

 Ability to work effectively with staff;

 Remain current on all federal, state, and school district requirements and regulations regarding counseling services;

 Respect students’ and families’ values, beliefs, and cultural background as well as students’ sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs or values rooted in one’s religion, culture, and ethnicity;

 Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks, classroom lessons, verbal notification to individual students, and counseling department websites, brochures, and social media accounts;

 Collaborate with all relevant stakeholders, including students, school faculty/staff, and parents/guardians, when students need assistance, including early warning signs of student distress are identified;

 Provide a list of outside agencies and resources in the community, or closest available, to students and parents/guardians when a student needs or requests additional support;

 Maintain all required documentation;

 Work closely with the school administration to keep him/her informed of matters that impact student success;

 Capable of administrating and interpreting state test results;

 Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify. If required to use a risk assessment it must be completed with the realization that it is an information-gathering tool and only one element in the risk assessment. Do not negate the risk of students’ potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parent/guardian notification;

 Ability to be flexible and organize time, and materials and project enthusiasm, express ideas clearly and learn new ideas and skills;

 Capable of building a Master Schedule;

 Knowledge of or willingness to learn to navigate Qmlativ, the student management system;

 Ability to follow School Board policies and procedures;

 Must be able to perform the essential functions of the job with or without reasonable accommodations.

**Characteristics and Physical Demands of This Job**:

**LANGUAGE SKILLS**:  Ability to read, analyze, and interpret written materials and maps.  Ability to effectively communicate and present information to children, parents, and employees in English

**MATHEMATICAL SKILLS**:  Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals.  Ability to apply concepts of basic mathematics.

**REASONING ABILITY**:  Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.  Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**PHYSICAL DEMANDS**: Must be able to lift up to 100 pounds if needed to assist students and

must be in good physical condition.

**WORK ENVIRONMENT**:  The work environment characteristics described here are

representative of those an employee encounters while performing the essential functions of this

job.  Reasonable accommodations may be made to enable individuals with disabilities to perform

the essential functions.

**AMOUNT OF DAY SPENT**:        (Hours at one time)              (Hours during full day)

Sitting 30 - 90 minutes 4-5 hour

Standing 15 - 30 minutes 1-2 hour

Walking                                              15 - 30 minutes                          .5-1 hours

**WORK/REST CYCLE**:   Daily 30-minute duty-free lunch breaks are scheduled and personal need breaks as required.

**EMPLOYEE WORKS**: 7.75-hour days, Monday – Friday (includes 30-minute paid duty-free lunch

break). NOTE:  Some additional before and after school time may be needed for staff, IEP, and 504 meetings, parent-teacher conferences, etc.

**PERFORMANCE EVALUATION:**

Performance of this position will be evaluated according to state requirements. The school uses the Marzano Model and iObservation for certificated evaluations.

**REQUIRED ACTIVITIES:**

(Occasionally = 0 to 33%; Frequently = 33% to 67%; Constantly = 67% to 100%)

**Frequency           Body Part           %  Activity**

Stoop/Bend        Frequently              Legs, lower          0-100 helping a wheel-bound student

and/or younger students

Squat                  Frequently              Legs, lower          0-100    helping a wheel-bound student

and/or younger students

Climb                 Occasionally Legs 0-100 Stairs, ramps, and steps

See Constantly Eyes 100 Assisting students with special

needs, reading student

transcripts, computer screen,

etc.

Hear Constantly Ears 100 Listening to students, staff,

parents, and others, and

monitoring students and/or

volunteers or others.

Speak Constantly Voice N/A Listening to questions,

comments, conversations and

directions from supervisor,

school staff/students, vendors,

volunteers, presenters, parents,

and others

**REQUIRED LIFTS**

**Frequency Body Part Range/Height Activity**

0-25 lbs. Constantly Legs, Arms 0”- 30”” to 5’ Moving and/or storing

office and student

materials, lap top, testing

materials

10-35 lbs. Occasionally Legs, Arms 1”- 30” to 25’ Same as above

Upper/Lower Body

35+ lbs. Seldom Legs, Arms 1”- 30” to 25’ Same as above

Upper/Lower Body

**REQUIRED CARRY**

**Frequency Body Part Distance Activity**

0-10 lbs. Constantly Arms, legs 1” to 150’ Carrying student &

classroom supplies

10-35 lbs. Occasionally Arms, legs 1” to 150’ Same as above

35+ lbs. Occasionally Arms, legs 1 to 150’ Helping qualified student

to chair, table, or moving

a student from one

location to another

**REQUIRED REACH AND HANDLE**

**Frequency Body Part Weight Activity**

Reach Above Frequently Arms 0-10 lbs. Moving records,

Shoulder classroom support

materials, supplies, and

equipment, etc.

Reach to Frequently Arms 0-10 lbs. Same as above

Shoulder

Reach Below Constantly Arms 0-40 lbs. Same as above

Shoulder

Manual/Finger Constantly Arms 0-15 lbs. Typing; gripping

pencil/pen, grasping

materials, keyboarding,

etc.

**SUMMARY OF ENVIRONMENTAL CONDITIONS AND RATINGS**

The following analysis represents evaluation of the surroundings in which the job is performed.

Environmental conditions must, by definition, be specific and related to the job.

**Key to Environmental Factors Rating**

NP = Not present in the Job Environment

S = Seldom - Under 5% of Work Day

O = Occasionally - Up to 33% of the time

F = Frequently- From 33% to 67%

C = Constantly - 67% to 100%

Environmental Conditions: Key Comments:

1. Inside 95% C Working in a school classrooms and office areas

Outside 5% S Walking

2. Extreme Cold S Outside work during winter months

3. Extreme Heat S Outside during summer months and in rooms without air

conditioning

4. Wet/Humid S Rain 10 to 12 inches per year

5. Noise (in Decibels) 50 – 60 This is the general approximate range for a

classroom and office environment for the essential

functions of this position;

If around power tools, ringing phones, cleaning

equipment or

vehicles, the level may occasionally rise to 80

6. Hazards

a. Mechanical S Hot laminating machine, copiers

b. Explosives S Batteries

c. Electrical S Office equipment

d. Radiant Energy O Room heat

6. Hazards (Continued)

e. Burns S Electrical

f. Other hazard(s) S Wet surfaces (slipping)

7. Atmospheric Conditions

a. Fumes S Cleaning solvents

b. Mists NP Air freshers

c. Odors S Plants, school food services

d. Gases S Copy machines, printers

e. Dusts S Printing paper, inside computers, printers

f. Poor ventilation S Some areas of the school facilities may be poorly ventilated

g. Other atmospheric

hazards NP

8. Protective clothing S Used when performing first aid, dealing with body

Fluids & safety devices

The St. John-Endicott Cooperative Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Dr. Mark Jacobson, 509-397-8058,ext. 2001, [mjacobson@sjeschools.org](mailto:mjacobson@sjeschools.org); Title IX Coordinator: Ken Gering, 509-208-1706, [kgering@sjeschools.org](mailto:kgering@sjeschools.org); 504 Coordinator, Barbara Hahto, 509-397-8058, ext. 2006, [bhatho@sjeschools.org](mailto:bhatho@sjeschools.org);