

Job Description
Carbon County School District One

Special Education School Counselor - Elementary

Purpose Statement

The job of the Special Education Counselor is to plan and provide counseling services to special education students who demonstrate an educational need, and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible humans. The Special Education Counselor will also evaluate students and provide therapeutic interventions to eliminate or reduce problems or impairments that interfere with a student's ability to derive benefit from the educational environment.

This job reports to Building Principal

Essential Functions

- Assist teachers and administrators in understanding and providing for individual students' emotional and social needs.
- Assist individual students with social, emotional, psychological, and personal issues confronting them.
- Demonstrate effective communication skills in communicating with students, parents, staff, and administrators.
- Provide individual and group counseling and guidance that leads students to increased personal growth, self-understanding, and maturity.
- Assist in the development of the child's educational plan in terms of social, emotional, and academic behavior in solving specific student problems.
- Represent the district in meetings with other agencies concerned with social welfare.
- Make home visits to gather and provide information, explain school policies and procedures, and listen to parents' point of view.
- Serve as a support to parents by providing suggestions and coordinating methods of home programs for children.
- Serve as a referral source of services in the community that are available to families and children.
- Serve as a consultant in the areas of social, emotional, and academic behaviors in solving specific educational and student problems.
- Act as an advocate of child protection issues.
- Represent the school in special education parent conferences and ARD/IEP meetings.
- Provide individual crisis counseling and developmental counseling referred by teachers, parents, administrators, or the student.
- Provide a resource for classroom teachers in any and all areas that concern human behavior.
- Demonstrate knowledge of federal laws for students with disabilities, such as I.D.E.A. and Section 504, Rules and Regulations Governing Students With Disabilities in Wyoming Public Schools, and local rules and regulations.
- Conduct counseling evaluations in a thorough and timely manner, accessing relevant sources of information and providing for optimal student performance.
- Prepare thorough and understandable evaluation reports and counseling IEPs.

- Orally communicate results of evaluations to ARD/IEP Committee members effectively, including providing suggestions for students who do not qualify for special services.
- Consult with other professionals prior to ARD/IEP meetings concerning the student's goals and objectives, and the amount and method of delivery of services, including outside agencies when necessary.
- Support General Education counselors with students who have severe educational/emotional/behavioral needs.
- Make recommendations concerning intervention strategies to enhance student success in the school setting.
- Provide consultation to teachers, administrators, and school staff concerning the academic/emotional/behavioral needs of students.
- Assess the seriousness of student threats to self or others and intervene according to the district's emergency notification plan.
- Respond quickly and appropriately in crisis situations.
- When appropriate, consult with school professionals, parents, and outside agencies in developing crisis intervention plans for students.
- Counsel directly with students in crisis when necessary and appropriate.
- Provide appropriate follow-up to students who have been in crisis.
- Attend team meetings and take responsibility within the group.
- Attend staff development and professional continuing education training to improve counseling skills and be willing to share new knowledge gained from conferences and one's area of expertise.
- Provide referral options to student's parents upon request and provide consultation to parents concerning the academic/emotional/behavioral needs of students.
- Return calls to school administrators and supervisors in a timely manner and be sensitive to the concerns of staff members and colleagues.
- Work within the team structure of the different campus assignments.
- When appropriate, seek guidance from special education administrators and supervisors regarding matters involving their areas of authority, knowledge, or expertise.
- Accept feedback, suggestions, and directives from special education administrators and supervisors in a cooperative and constructive manner.
- Attempt to work cooperatively and constructively with the administrative staff of schools to which the counselor is assigned and, in communicating with administrators and supervisors, assert professional opinion in a manner that conveys respect for others' opinions and professions.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to

satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions.

Specific knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations, and/or laws; age-appropriate activities; lesson plan requirements; stages of child development; behavioral management strategies; the needs of students who have emotional/physical disabilities, including general knowledge of curriculum and instructional adaptations necessary to meet those needs; childhood and adolescent development; mental health; emotional disturbances; human behavior; substance use and abuse; and counseling strategies and techniques, and cognitive development.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 70% sitting, 20% walking, and 10% standing. The job is performed under minimal temperature variations.

Experience: Job related experience is preferred.

Education (Minimum):

- Master's degree in Counseling

Required Testing

None Specified

Certificates and Licenses

Wyoming School Counselor
Endorsement required. (Applicants must be able to obtain a certificate issued by the Wyoming Professional Teaching Standards Board
(<http://wyomingptsb.com/>)

Continuing Educ./Training

- Participate in further development of skills knowledge and aptitude necessary for specific course content.
- Maintain Certificate and/or License

Clearances

Background Clearance

FSLA Status

Exempt

Continuous Nondiscrimination Statement

Carbon County School District #1 does not discriminate on the basis of race, color, religion/religious beliefs, gender, sex, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background in its programs or activities. Inquiries regarding the District's non-discrimination policies are handled at 615 Rodeo St. Rawlins, Wyoming, 82301 by Stacey Peres, Director of Human Resources and Title IX Coordinator, (307) 328-9200, twall@crb1.net

EEO/AA/Vet/Disability Employer