

TITLE: Middle School Counselor

PURPOSE: To help middle school students adjust to the many changing aspects of adolescence, and work to maximize student success by promoting access and equity for all students.

QUALIFICATIONS:

1. Holds a valid Illinois Professional Educator License
2. Holds a certificate as a guidance counselor – or- Holds a type 73 certificate
3. Master’s Degree or higher education
4. The ability to function effectively as a member of the school staff.
5. Good organizational skills, detailed oriented, and ability to prioritize tasks effectively and efficiently.
6. Ability to understand and follow basic oral and written instructions.
7. Good written and communication skills.
8. Ability to communicate to students, parents, staff, and administration in a courteous manner.

REPORTS TO:

The Principal or Designee

MAINTAINS LIAISON WITH:

Parents, Staff, Administration, and High School Counselors and/or designee. Communicates on a regular basis or as requested by parents, staff, and/or administration.

DUTIES AND RESPONSIBILITIES:

(The following are the essential fundamentals to include but not limited to the following job duties.)

- I. MANAGEMENT AND COORDINATION OF STUDENTS SERVICES:
 - a. Observes students in their classrooms and other school settings to assist with providing short-term counseling for academics, discipline, and truancy.
 - b. Emphasis will be placed on helping students develop skills in resolving conflicts, making decisions,-improving interpersonal relationships with students and staff, preventing situations that would disrupt the learning environment, and coping with uncomfortable situations.
 - c. Works with students to explore, set goals, and plan educational career opportunities. Monitors and collects data on student interests through career exploration platforms.
 - d. Develop and maintain the Individual Career Exploration Plan for each student.
 - e. Consults and collaborates with the teachers, school psychologist, social workers, administrators, families, and community resources to develop student success.
 - f. Maintains contact with building administration to ensure that there is a coordinated effort and program to help students develop responsibility for their behavior.
 - g. Has knowledge of community agencies that can assist students and can make appropriate referrals as necessary.
 - h. Provides a stabilizing environment for students in crisis.

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- i. Help arrange assistance for the academic needs of individual students.
- j. Assist with grade-level transitions.

II. ASSISTANCE TO INSTRUCTIONAL STAFF:

- a. Works with the staff in determining the needs of the students.
- b. Advises teachers on the social, emotional, and career development of the middle school student.
- c. Works with individual teachers to assist with situations that help will improve the teacher's effectiveness working with middle school students.
- d. Works with staff to support lessons on social-emotional learning.
- e. Coordinates and administers State and District wide tests.
- f. Arranges for conferences with parents and teachers as needed.

III. STAFF AND PROFESSIONAL RESPONSIBILITIES:

- a. Maintains and submits accurate and timely records/reports as required by law, Board policy, and administrative guidelines.
- b. Follows building and district rules, procedures, and policies.
- c. Takes an active role in interpreting the school's objectives, rules, and policies.
- d. Participates in programs and/or assemblies that bring about Career Awareness.
- e. Maintains and submits accurate and timely records/reports as required by law, Board policy, and administrative guidelines.

TERMS OF EMPLOYMENT:

Wages, hours, terms, and conditions of employment pursuant to the collective bargaining agreement.

EVALUATION:

Each employee shall be evaluated according to the District's guidelines, policies, and procedures in accordance with the DEA contract.

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to perform the essential functions of this job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is required to handle work which deals mostly with people, objects, and equipment in a general setting. The employee may be required to use repetitive hand motions, including prolonged use of a computer terminal. The employee is frequently required to sit, see, talk and hear. The employee is occasionally required to stand, walk, bend, stoop, and kneel. The employee may be required to lift up to 20 pounds.

Specific vision abilities required by this job include close vision, depth perception and ability to adjust focus with or without correction.

The employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative. The employee must have the ability to differentiate tones and volumes in conversation. The employee should hear in the normal audio range with or without correction.

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WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS:

While performing the duties of this job, the employee regularly is required to compare, analyze, communicate, coordinate, compile, instruct, synthesize, evaluate, use interpersonal skills, negotiate, and maintain emotional control under stress. The employee frequently is required to compute. The employee occasionally is required to copy.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Decatur Public Schools is an equal employment opportunity employer with an affirmative action plan.