

**COUNSELOR, SOCIAL WORKER,
LICENSED MENTAL HEALTH
COUNSELOR (LMHC)
STANDARD POSITION DESCRIPTION**

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal

FLSA Status: Exempt

Bargaining Unit: NTEA

This is a standard position description to be used for certificated educational staff associate positions with similar duties, responsibilities, classification and compensation. Counselor/social worker/mental health counselor assigned to this position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The school counselor, social worker, or mental health counselor works with the Principal in carrying out the school's counseling and mental health program. As a professional educator with a mental health perspective, the counselor, social worker or mental health counselor understands and responds to the challenges presented by today's diverse student population. The counselor, social worker or mental health counselor provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement, career preparation, personal, mental health, and social development. The school counselor, social worker or mental health counselor may be assigned at the elementary, middle or high school level.

Specific to Social Worker and Licensed Mental Health Counselor: The school social worker or mental health counselor will work as a member of the school's Intervention Team in collaboration with administrators and school counselors to provide support to students, school staff and parents in the development of a positive school climate and a successful learning environment. The focus of the position will be to serve as a resource for students, school staff and parents/families by addressing the needs of students identified as at risk for school failure because of behavioral, academic, social, mental and/or emotional challenges through individual and group counseling intervention using selected evidence-based programs to promote student mental health as well as personal-social, educational and career development. School Social Workers or Licensed Mental Health Counselors will also develop and implement with school counselors a staff training program to enhance knowledge of classroom management, social skill building, mental health awareness and suicide prevention strategies. The individual will act as a direct provider of both

group and individual counseling services to students identified as experiencing significant mental health challenges and needing specialized mental health intervention in order to gain the social and behavioral skills necessary to engage in learning.

The District represents a diverse community with a population of approximately 40% students with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District's diverse populations.

Part II: Supervision and Controls over the Work:

The employee works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities (depending on specific assignment-duties and responsibilities listed may include, but are not limited to the following):

1. Implements the district's counseling and intervention program and serves as a resource for building staff, administrators, and parents in working with students, creating a positive school climate, and helping students develop a positive self-concept. Consults with district administration and building staff with respect to development of the curriculum to meet the identified needs of the students. Participates or leads development of positive behavior support systems and development of intervention strategies.
2. At the elementary level, provides for early identification and intervention of students' academic and personal/social needs to help remove barriers to learning, promote academic achievement, and create a foundation for future success. Liaison with outside agencies for child safety and welfare. Attends IEP meetings if needed.
3. At the middle school level, provides a comprehensive developmental school counseling program to create a supportive climate and atmosphere whereby young adolescents can cope with the passage from childhood to adolescence and achieve academic success. The middle school counselor helps students explore a variety of interests; connect their learning in the classroom to its practical application in life and work; adjust to high levels of activity coupled with frequent fatigue due to rapid growth; search for their own unique identity as they begin turning more frequently to peers for ideas and affirmation.
4. At the high school level, assists students in the final transition into adulthood and the world of work as the students are beginning to separate from parents and explore and define their independence. Helps students evaluate their strengths, skills and abilities, explore career

choices, and develop decision making skills. Provides programs and support to students as they face increased pressures regarding high risk behaviors. High school counselors enhance the learning process and promote academic achievement by helping students acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community.

5. Provides school orientation to new students and plans for and assists students in grade level transition. Develops and manages both school and individual student schedules. Determines student placement and, at the secondary level, guides students in course selection. Coordinates the process for identification of students with educational handicaps and report these to the appropriate district personnel. Provides academic, vocational, and personal counseling to students.
6. Works directly with students to help them learn how to manage themselves, improve study and test-taking skills, organize information, make decisions, and deal with change. Guides and assists students in peer relationships and in developing effective coping skills necessary to refuse participation in substance abuse, physical violence, or other at-risk behaviors. Provides individual and small-group counseling to support peer mediation and crisis intervention.
7. Works as part of a cross-district counseling team to ensure implementation of American School Counseling Association standards in order to implement a comprehensive counseling and guidance plan.
8. Coordinates the effort necessary for the referral of families to special in-district and out of district services. Assists with staff training, including training in the identification of high-risk youth and effective interaction with those students in the school setting. Provides referrals for students and their families related to use, misuse and abuse of drugs, alcohol and tobacco.
9. Makes class and community presentations in such areas as study skills, goal setting, career awareness and the world of work, substance abuse education, parenting, school-to-work, and multicultural/diversity awareness.
10. Initiates and maintains adequate student and office records and school data basis for the coordination of a student's total program.
11. Required to follow Board policies and stay abreast of updates and changes.
12. Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Candidate must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a master's degree in school counseling, psychology, therapy, or social work and required state certification as an educational staff associate in counseling, psychology or social work in Washington State.
3. Demonstrated ability to apply and use effectively a variety of evidence based personal and family counseling models.
4. Skills and ability to serve as an educational leader including the ability to plan, organize, and facilitate staff meetings, planning processes, and cultural community projects and events.
5. Strong assessment, analytical and diagnostic skills.
6. Demonstrated ability to relate in a positive way with students, staff, parents and the community.
7. Demonstrated skills in human relations including demonstrating sensitivity to the needs and concerns of others.
8. Understanding of unique physical, social, emotional and intellectual characteristics of middle and high school students.
9. Ability to communicate orally and in writing with clarity.
10. Ability to work cooperatively in a team and with staff, administrators and support personnel in a team approach to solving individual student learning and behavior problems.
11. Ability to maintain high ethical standards throughout all duties.
12. Ability to provide direct counseling in academic and social skill building to groups of identified students.
13. Ability to appropriately intervene in crisis situations.
14. Ability to establish and maintain open and stable interpersonal relationships.
15. Ability to maintain confidentiality.
16. Demonstrated sensitivity to cultural, developmental, religious and ethnic diversity of students and community.

Minimum Qualifications Specific to Social Worker or Licensed Mental Health Counselor:

- Minimum of a master's degree in social work, psychology, counseling, therapy, or mental health from an accredited program and hold a Washington State ESA Certification as a School Social Worker, Counselor or Psychologist.

- Successful experience in providing group and individual counseling at level of assignment in a school setting.
- Successful experience in providing professional development to teachers and other school staff.

Minimum Qualifications and/or Requirements Specific to Aspire Middle School:

- Initiate programs which aid student development
- Provide individual and group guidance and counseling in social/personal and academic areas
- Knowledge of and/or experience related to research-based strategies and interventions for social/emotional and academic success (PBIS & RTI)
- Work with student activities relating to ASB/Leadership, coordination of school-wide field trips and incentives
- Ability to work cooperatively with staff, administration and support personnel in a team approach to solving individual learning problems
- Develop legally compliant and appropriate 504s to meet the evaluated needs of assigned students
- Knowledge of attendance and Becca Bill Compulsory Attendance laws/procedures
- Assist in organizing and implementing yearly activities including year opening and ending activities, application process and pre-registration process for incoming 6th grade students
- Help with orientation of students involved in grade level movement, transfer, entry and withdrawal
- Provide consultation services for parents and staff with regard to students' school adjustment and performance
- Work together and consult with teachers and administrator concerning the educational development of students
- Assistance with minor discipline referrals when deemed necessary and appropriate
- Provide appropriate preparation for state-mandated testing
- General supervision of students at school, at school-sponsored activities or events, lunch duty, and for community based education events
- Initiate and maintain adequate student and office records in meeting the responsibilities of the position
- Develop interpersonal relations with students, staff and community
- Ability to provide to parents/families specific techniques or programs to intervene, maintain, and/or change identified strengths/areas of growth
- Ability to carry out and modify behavior modification programs in cooperation with the multidisciplinary team as determined by individual assessment
- Student scheduling and schedule changes

Part V: Desired Qualifications:

1. Bilingual skills
2. Successful experience at the level of assignment

3. Demonstrated knowledge of current trends in the field of counseling/mental health and counseling/therapy techniques.
4. Demonstrated ability to use conflict resolution and crisis intervention skills

Part VI: Physical and Environmental Requirements of the Position:

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

While performing the duties of this job, the employee is frequently required to sit, move about, hear and speak.

The employee must routinely lift and carry materials weighing up to 50 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The noise level in the work environment is usually moderate but can be loud on occasion.

The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels, may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee may be required to travel in school owned or leased vehicles while supervising and assisting students.