

EPPING SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: SCHOOL GUIDANCE/ALTERNATIVE PROGRAM COUNSELOR - EHS

GENERAL DESCRIPTION: The Alternative Program Counselor provides students with school guidance in the areas of alternative learning plans, extended learning opportunities, and other special programming to support high school graduation. This position also provides counseling for student academic, social, physical, and personal life-career-college development and readiness. This position works with the families most at-risk for homelessness, attendance/truancy issues, behavioral and social issues, and academic failure. This position must meet the qualifications outlined in NH Administrative Rules Ed 507.07 and implement a guidance and counseling program outlined in NH Administrative Rules Ed 306.35 and 306.39.

QUALIFICATIONS:

1. Master's degree from an accredited institution
2. Certification as a guidance counselor
3. Experience in alternative programming, extended learning opportunities, and other special programming
4. Experience in counseling students for social, emotional, and other personal challenges
5. Experience and other qualifications as specified by the Superintendent

KNOWLEDGE: Requires knowledge of life-career-college curriculum development, the special education process and rules, compulsory school attendance (SB-18) and alternative learning plans, extended learning opportunities, community-based resources, counseling and guidance issues affecting the development and functioning of students' human growth and development, best practices in consultation and collaboration, social and cultural diversity, professional school counseling, school counseling program administration, McKinney/Vento, emergency and crisis resources and supports, family systems, mental health and developmental services, research, and assessment.

SKILLS: Requires demonstration of individual and group counseling skills; collaborative skills; teaching and coaching skills; service-oriented skills; supervisory skills; leadership skills; problem solving skills; verbal and written communication skills; organizational skills; liaison skills with community resources and wrap around services; data analysis skills; and technology skills in the areas of guidance management, information resources, student programming, instructional interventions, national and state assessment, office software, student database systems, and office equipment operation.

ABILITIES: Requires significant confidentiality responsibilities, excellent attention to detail and follow through, resource management, and fiscal responsibilities. Requires ability to develop constructive partnerships with students, staff, and families; plan, organize, implement, and administer guidance, counseling, and life-career-college development programs; recognize substance and abuse; implement crisis prevention and intervention strategies; advocate for students; resolve conflict; use, manage, and analyze student data; integrate guidance, counseling, and life-career-college programs within school curriculum; identify student needs; and successfully begin, maintain, and terminate counseling relationships within appropriate boundaries.

CLASSIFICATION: This position is designated as a Teacher position subject to the Teachers' Collective Bargaining Agreement and School Board Policy.

REPORTS TO: Direct reporting to School Principal, special reporting as needed to Special Services for grant-funded positions, and evaluation in accordance with this job description and Epping School Board Policy

SUPERVISES: Assigned supports staff if applicable

PERFORMANCE RESPONSIBILITIES:

PLANNING AND PREPARATION

1. Demonstrate knowledge of life, career, and college readiness development and student program.
2. Demonstrate knowledge of students' learning goals and required work habits within the curriculum to promote and support student success.
3. Demonstrate knowledge of special education process and rules.
4. Demonstrate knowledge of compulsory school attendance (SB-18), alternative learning plans, and extended learning opportunities and student program.
5. Demonstrate knowledge of substance and abuse, bullying, harassment, discrimination, violence, student dating, and other issues impacting students.
6. Demonstrate knowledge of at-risk behaviors, intervention strategies, and community-based resources to support students and families.
7. Demonstrate knowledge of counseling theory and techniques.
8. Demonstrate knowledge of child and adolescent development.
9. Maintain an in-depth knowledge of state and federal regulations impacting guidance, counseling, and life-career-college development.
10. Demonstrate knowledge of resources, both within and beyond the school and district, and promote relationships with external agencies in support of student academic, social, physical, and personal success.
11. Establish goals for the school guidance, counseling, and life-career-college program appropriate to the school and the students served.

12. Plan and document the school guidance, counseling, and life-career-college program to integrate with the overall school program.
13. Develop a plan to evaluate the school guidance, counseling, and life-career-college program.

EDUCATIONAL ENVIRONMENT

1. Create an environment of service and mutual respect.
2. Create and maintain a welcoming physical environment with attention to routine, procedure, and physical space.
3. Assist students and staff in the use of information in the school guidance office.
4. Manage time effectively to provide services on schedule.
5. Communicate effectively with students, parents, and staff.
6. Supervise students and manage student behavior using counseling and behavior plans per school and district standards.
7. Advocate for all students' needs.
8. Maintain, order, and inventory school, family, and community resources to meet the diverse needs of the school, the learning needs of all learners, and guidance and life-career-college information standards, and develop and maintain parenting resources.
9. Initiate and coordinate school-wide guidance, counseling, and life-career-college activities.
10. Train, supervise, and evaluate support staff, if applicable.
11. Maintain a school guidance office webpage or other electronic media, if applicable.

GUIDANCE SERVICES

1. Demonstrate flexibility and responsiveness to student and school needs.
2. Support teachers working directly with students. Collaborate with teachers in the design of guidance units, lessons, and programs to promote academic, social, physical and personal growth. Team teach as requested.
3. Assess student needs using appropriate assessment and diagnostic procedures for determining and structuring counseling services and educational program.
4. Provide counseling services to students in individual, group, and classroom settings to meet developmental, preventive, and remedial needs of students.
5. Plan and facilitate topical counseling groups.
6. Oversee and coordinate credit/competency recovery programs.
7. Assess situations involving student safety, abuse, and other health/wellness issues to identify problems, refer for treatment, and comply with legal requirements.
8. Assist school administration on design of a crisis prevention plan to deal with individual student emergencies and/or events impacting the whole school. Assist school administration and staff with crisis interventions and response in the school and district.

9. Follow up with students, parents, and school staff to determine the effectiveness of counseling, monitor students, and take proactive action as needed.
10. Assist students, teachers, and parents in developing and understanding academic, social, physical, and personal plans based on knowledge of student needs and developmental age. Develop, implement, and monitor alternative learning, extended learning, IEP, 504, attendance, and other special plans to increase high school graduation rate (decrease dropout rate).
11. Assist with credit recovery program.
12. Refer students to school, community, and other guidance, counseling, and life-career-college readiness programs.
13. Coordinate and develop 504 plans for students in grades 9 and 10.
14. Perform behavioral and vocational assessments.
15. Develop and monitor behavior plans and provide behavioral intervention support as deemed necessary to students in a regular classroom setting.
16. Maintain organized, clear, accurate, and useful records using technology.
17. Assist school administration with handbooks, course program, progress reports, report cards, transcripts, and other school materials and records as requested.
18. Collect, analyze, and share data on student progress toward academic, behavior, social, and other personal goals.

PROFESSIONAL RESPONSIBILITIES

1. Guide and encourage students to develop and implement life, career, and college goals and plans.
2. Keep abreast of best practice in guidance, counseling, and life-career-college development.
3. Communicate with students, staff, parents, community, and regional guidance colleagues; participate in community resource meetings.
4. Oversee and coordinate a school pupil assistance team to address student needs and support student success. Team should include guidance, special services, administration, and other staff as needed.
5. Participate on student support committees at school and district levels.
6. Attend student, staff, and parent meetings as deemed appropriate.
7. Attend school faculty, team, and committee meetings as appropriate.
8. Act as a liaison between the school and outside agencies, provide assistance to families facing homelessness, provide information to support family systems, provide assistance to families who are unable to access community supports, and facilitate families who may have difficulties accessing community supports.
9. Prepare and submit reports and budgets as requested by school administration.

10. Provide assistance, information, and trainings to support school staff and family systems as appropriate.
11. Maintain confidentiality.
12. Participate in a professional learning community of data analysis, goal and plan development, and reflection.
13. Engage in professional development offered by the school district.
14. Be professional and abide by school and district rules and regulations outlined in handbooks, policies, job descriptions, professional development master plan, evaluation plan, etc.
15. Perform any additional duties as requested by the School Principal, which are consistent with the effective and orderly operation of this position and Epping School District goals and mission.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this position, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is regularly required to reach with hands and arms; climb stairs; stoop, kneel, or crouch. The employee is frequently required to supervise students requiring the employee to match the walking speed of the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. The employee may be required to occasionally lift, carry, move, and/or restrain school age students. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school. The employee is required to walk in order to service students throughout the school. The employee is regularly required to handle stressful situations and resolve conflicts. Employee may be required to occasionally drive.

TERMS OF EMPLOYMENT:

1. Work year and day subject to individual contract
2. Clear criminal record background check
3. Verification of health to perform job
4. Valid NH certification or eligibility as a guidance counselor
5. Valid driver's license
6. Teacher contract with salary and benefits defined by collective bargaining agreement.

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject

to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.