



Merrimack School District
K-8 Director of School Counseling
Role Description



TITLE: Director of School Counseling (Kindergarten - Grade 8)

REPORTS TO:

- Director of Student Services in Collaboration with Assistant Superintendent for Curriculum

JOB GOAL: The Director of School Counseling (Kindergarten-Grade 8), in collaboration with the Director of School Counseling (Grades 9-12), will provide coordination and implementation of the district's school counseling program, plan, and policies. The Director will provide leadership and organization for the members of the school counseling department, which includes all Wellness and MTSS-B professionals serving Kindergarten through Grade 8. The Director will ensure that the district provides students with a culturally competent, comprehensive school counseling program that supports the development of the knowledge, mindsets, skills/competencies necessary for academic success, social/emotional development, and college and career readiness.

QUALIFICATIONS:

- Current certifications in School Counseling & School Counseling Director through the State of New Hampshire
- Master's degree in counseling, or related field
- Certificate of Advanced Studies (C.A.G.S.) degree preferred

RESPONSIBILITIES:

- Develop, monitor, and maintain a dynamic and effective school counseling program that is consistent with state and federal regulations, best practices and responsive to the changing needs of students and the school community
- Develop and maintain a multi-tiered school counseling program for kindergarten through grade 8 that considers collaborative delivery with the school counselors, classroom teachers, and other appropriate education professionals
- Provides leadership and oversight to the district's Multi-Tiered System of Support (MTSS-B) which per RSA 135-F3 must include:
 - a. A school-wide system of evidence-based behavioral practices for all students;
 - b. A targeted system of practices for youth who need additional support; and
 - c. A tertiary system of intensive and individualized interventions for students with the greatest behavioral needs.

- Collaborate regularly with the Department of Education to ensure all Multi-Tiered System of Support fidelity requirements are in place and maintained
- Work collaboratively with the Director of School Counseling (Grades 9-12) to develop and maintain a comprehensive school counseling plan and program for all students that promotes academic, social, emotional, and college and career development skills for all students
- Work with district and school administration to analyze data related to student achievement and wellbeing to make programmatic recommendations as appropriate; this may include writing and presenting reports to the Merrimack School Board or other stakeholders
- Develop, review/revise, and consistently implement policies, procedures, and processes within the school counseling department. Coordinate these practices with building administration to streamline timely implementation and active responsiveness to requests
- As part of the teacher evaluation process, conduct observations of school counselors and/or SEL specialists, as needed
- Prepare and manage the annual school counseling and social and emotional learning budgets
- Provide crisis support in conjunction with building administration, school counselors, and other student support personnel
- Work directly with students, staff, parents, families, and others to help students achieve their goals
- Manage a small caseload of students in order to stay up to date with emerging needs of our student population
- Coordinate professional learning opportunities for all school counselors, Wellness, and MTSS-B staff
- Serves as the district's Suicide Prevention Coordinator (see policy JLDDBB)
- Serves as the district's Foster Care Point of Contact (see policy JFABE)
- Serves as the district's 504 Coordinator
- Participate in school and district committees and initiatives to provide system support
- Fulfill all other duties/tasks consistent with the goals of this position as determined by the building and district administrators

KNOWLEDGE, SKILLS, AND ABILITIES:

- Strong knowledge of counseling theory and practice, including the most recent *American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs*, trauma-informed care, Multi-Tiered Systems of Support (MTSS-B), Collaborative Problem Solving, and Non-Violent Crisis Intervention (CPI)
- Proven ability to collaborate with teachers, administrators, other school district staff, students, students' family members, and the larger community
- Evidence of positive leadership and advocacy for students and their families • Clear evidence of effort to maintain current best practices in the profession
- Commitment to the ASCA Ethical Standards for School Counselors
- Strong written and oral communication skills

- Strong organizational skills

TERMS OF EMPLOYMENT: Non-Union, 210-day contract

Physical Activity Requirements:

Lift up to 10 lb.	N	R	O	F	C
Lift 11 to 25 lb.	N	R	O	F	C
Lift 26 to 50 lb.	N	R	O	F	C
Lift over 50 lb.	N	R	O	F	C
Carry up to 10 lb.	N	R	O	F	C
Carry 11 to 25 lb.	N	R	O	F	C
Carry 26 to 50 lb.	N	R	O	F	C
Carry over 50 lb.	N	R	O	F	C
Twisting	N	R	O	F	C
Bending	N	R	O	F	C
Crawling	N	R	O	F	C
Squatting	N	R	O	F	C
Kneeling	N	R	O	F	C
Crouching	N	R	O	F	C
Climbing	N	R	O	F	C
Balancing	N	R	O	F	C

KEY

N = not required

R = rarely

O = occasionally

F = frequently

C = constantly

Work Surface(s)

Reach above shoulder height	N	R	O	F	C
Reach at shoulder height	N	R	O	F	C
Reach below shoulder height	N	R	O	F	C
Push/Pull	N	R	O	F	C

Hand Manipulation

Grasping	N	R	O	F	C
Handling	N	R	O	F	C
Fingering	N	R	O	F	C
Torquing	N	R	O	F	C

Controls and Equipment:

Use of typical office/classroom equipment.

During a typical day, employee may be required to:

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
Sit	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8
Stand	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8
Walk	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	8

Cognitive/Sensory Requirements:

Talking: Necessary for communicating with others.

Hearing: Necessary for taking instruction/direction from others.
Sight: Necessary for doing job effectively
Taste/Smell: Smelling required to detect odors, such as natural gas, electrical smoke, etc.

Summary of Occupational Exposures:

Exposure to typical building-related hazards and materials.
Exposure to outdoor exposures