

MONROE COUNTY SCHOOLS POSITION DESCRIPTION

Title: Coordinator of Counseling and Intervention Services

GENERAL DESCRIPTION

The essential function of the position within the organization is to provide professional leadership, consultation and support to the District's administrative, instructional, and school counseling departments in their efforts to provide comprehensive school counseling programs that promote student success through academic, career, and social/emotional development as defined by the American School Counseling Association (ASCA) guidelines and recommendations. The position is responsible for supporting administrative and school counseling staff in abuse prevention education as well as suicide prevention education and intervention counseling efforts. The position develops and implements collaborative relationships with community behavioral health agencies who support the provision of prevention and intervention counseling services on school grounds for identified at risk students. The position assists in the development and implementation of special programs and services as assigned and performs related professional and administrative duties as required. The position develops and implements programs within organizational policies and reports major activities to executive level administrators through conferences and reports.

Primary Duties:

This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.

Serves as consultant to school counselors and school administrators in the development and implementation of comprehensive school counseling programs.

Shares effective instructional strategies with school counselors both individually and through in-service workshops; co-teaches or visits counselors in schools to model lesson instruction; observes school counselors in the classroom as scheduled and/or as requested by principals; makes recommendations for improvement in performance as appropriate; offers advice and assistance as needed; provides opportunities for school counselors to obtain appropriate professional development through workshops and graduate courses; analyzes state and District counseling program data to help target professional development needs.

Reviews and makes recommendations for changes as appropriate in District policies and procedures related to comprehensive school counseling programs and in the evaluation and selection of counseling materials.

Schedules, plans, and presides over counselor and career specialist meetings and trainings, advises elementary, middle, and high school counselors/career specialists on legislative issues, and provides for professional development opportunities for school counselors and career specialists.

Prepares and submits the Annual Guidance Report to the District and the Florida Department of Education.

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Serves as the District contact for counseling and related activities with the Florida Department of Education.

Promotes the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.

Supports the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale and school climate and culture while supporting and encouraging all school counselors to do the same.

Promotes a culture of high performance and continuous improvement with advocacy for the elimination of barriers to access and equity to a rigorous education for all students.

Represents the District on advisory boards related to abuse/suicide prevention and school counseling services.

Coordinates with Human Resources Department and Information Systems programming required for onboarding and support to community agencies providing counseling services to students on school grounds.

Collaborates with community agencies to facilitate prevention and intervention counseling services.

Serves as the designated staff member to notify, within 24 hours or as soon as feasible, the child's school administration, school counselor, and school social worker (if applicable), information received related to Baker Acts or juvenile arrests for crimes of violence or violation of law which would be a felony if committed by an adult, upon receipt of such information from the County Crisis Stabilization Unit, the Sheriff's Department, and/or Police Department.

Participates on the District Threat Assessment Team and coordinates counseling services to students who are reviewed and determined to be in need of further intervention.

Coordinates crisis support to school administrators and staff including mobilization of a Care Team in the event of a responsive service that involves counseling intervention services (such as death of a student or staff).

Attends and participates in district leadership meetings (principals, assistant principals, threat assessment, alternative education, action-planning/problem-solving, etc.) as appropriate to areas of responsibility.

Compiles data for and prepares various statistical, administrative and professional reports as required by the District and/or other agencies.

Receives and responds to inquiries, concerns and complaints regarding issues, programs, policies and

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procedures in areas of responsibility.

Coordinates, implements and oversees various other special programs, events and projects, either related to school counseling programs or to other instructional/administrative functions of the District as assigned.

Attends training, conferences, workshops and meetings as appropriate to enhance job knowledge and skills and maintains professional licensure and certifications.

Performs routine administrative/office tasks as required, including but not limited to preparing reports and correspondence, copying and filing documents, answering the telephone, sending and receiving faxes, entering and retrieving computer data.

Other Duties:

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice. Employees are expected to fulfill other duties as assigned.

GENERAL RESPONSIBILITIES AND REQUIREMENTS

Data Responsibility:

“Data Responsibility” refers to information, knowledge, and conceptions obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalizations.

Coordinates or determines time, place, or sequence of operations or activities based on analysis of data and possibly executes determinations or reports on events.

People Responsibility:

“People Responsibility” refers to individuals who have contact with or are influenced by the position.

Instructs or trains others through explanation, demonstration, and supervised practice, or by making recommendations on the basis of technical disciplines.

Assets Responsibility:

“Assets Responsibility” refers to the responsibility for achieving economies or preventing loss within the organization.

Requires some responsibility for achieving minor economies and/or preventing minor losses through the handling of or accounting for materials, supplies, or small amounts of money.

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Communications Requirements:

“Communications” involves the ability to read, write, and speak.

Reads professional publications; composes complex reports and manuals; speaks formally to groups outside the organization.

Complexity of Work:

“Complexity of Work” addresses the analysis, initiative, ingenuity, creativity, and concentration required by the position and the presence of any unusual pressures.

Performs work involving the application of logical principles and thinking to solve practical problems within or applying to a unit or division of the organization; requires continuous, close attention for accurate results and frequent exposure to unusual pressure.

Impact of Decisions:

“Impact of Decisions” refers to consequences such as damage to property, loss of data or property, exposure of the organization to legal liability, or injury or death to individuals.

Makes decisions with moderately serious impact - affects work unit and may affect other units or citizens.

Equipment Usage:

“Equipment Usage” refers to inanimate objects such as substances, materials, machines, tools, equipment, work aids, or products. A thing is tangible and has shape, form, and other physical characteristics.

Handles machines, tools, equipment, or work aids involving moderate latitude for judgment regarding attainment of standard or in selecting appropriate items.

Safety of Others:

“Safety of Others” refers to the responsibility for other people’s safety, either inherent in the job or to assure the safety of the general public.

Requires some responsibility for safety and health of others and/or for occasional enforcement of the standards of public safety or health.

EDUCATION AND EXPERIENCE REQUIREMENTS

Education Requirements:

“Education Requirements” refers to job specific training and education required for entry into the position.

Requires a minimum of a master’s degree in Guidance and Counseling, Counselor Education, Educational

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Leadership, or related field.

Licenses Certifications Registrations Required:

“Licenses, Certifications, and Registrations” refers to professional, state, or federal licenses, certifications, or registrations required to enter the position.

Requires a valid state driver’s license.

Requires state of Florida teacher certification.

Experience Requirements:

“Experience Requirements” refers to the amount of work experience that is required for entry into the position that would result in reasonable expectation that the person can perform the tasks required by the position.

Requires five years of related experience in school counseling leadership and/or in education administration. School counseling leadership experience is preferred.

AMERICANS WITH DISABILITIES REQUIREMENTS

Physical Demands:

“Physical Demands” refers to the requirements for physical exertion and coordination of limb and body movement.

Requires sedentary work involving standing or walking for brief periods, exerting up to 30 pounds of force on a regular basis, and some dexterity in operating office equipment.

Unavoidable Hazards:

“Unavoidable Hazards” refers to unusual conditions in the work environment that may cause illness or injury.

The position is exposed to no unusual environmental hazards.

Sensory Requirements:

“Sensory Requirements” refers to hearing, sight, touch, taste, and smell necessary to perform the tasks required by the position efficiently.

The position requires normal visual acuity and field of vision, hearing and speaking abilities.

American With Disabilities Act Compliance:

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ADA requires the District to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

Term of Employment:

Annual Contract

Reports To:

Executive Director, Teaching & Learning

Supervises:

None

PAY GRADE: From: A138A01 To: A138O03

Exempt

Number of Months: 11 Number of Days: 220 Hours: 8.0

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee _____ Date _____

Board Approved 7/20/2021