

## POSITION DESCRIPTION

<b>TITLE:</b>	McKinley Charter School Support Services Facilitator	<b>SUPERVISOR:</b>	Head of Instruction
<b>DEPARTMENT:</b>	Secondary Schools	<b>CLASSIFICATION:</b>	Certified

### I. **Accountability Objectives:**

Provide leadership and coordination for the support services component of McKinley Charter School (hereafter MCS); serve as an advocate for the students and families in the credit and competency component; provide coordination, planning, and implementation of appropriate support services.

### II. **Position Characteristics:**

Recruited by: McKinley Head of Instruction  
Terms of contract: On Schedule  
Length of contract: 189 days per year, 8 hours per day plus up to 10 additional days as approved by the MCS Governance Board

### III. **Position Relationships:**

Reports to: McKinley Head of Instruction  
Coordinates with: The McKinley Head of Instruction and MCS staff, students, parents, and community agencies

### IV. **Position Qualifications:**

- A. Required experience and training:  
Possession of or eligibility for license as a school counselor, psychologist, school social worker, or special education teacher issued by the Wisconsin Department of Public Instruction.
- B. Desired experience and training:
1. Masters degree in guidance and counseling, psychology or social work or related field.
  2. Successful counseling experience at a high school and/or post high school level.
  3. Experience working with students in an alternative education programs.
  4. AODA basic and facilitator training.
  5. A valid driver's license.
  6. A vehicle and ECASD clearance to transport students.
- C. Special requirements of the position:
1. Outstanding oral and written communication skills.
  2. Strong organizational and planning skills.
  3. Computer skills.
  4. Ability to work effectively with individuals and groups.
  5. Knowledge of at-risk and/or EEN students and alternative educational programs.
  6. Willingness to work a modified/flexible schedule.
  7. Willingness to take additional training.
  8. Working knowledge of models adopted by the MCS Governance Board.

### V. **Position Responsibilities:**

- A. Facilitation/Leadership
1. Provide leadership in implementation of behavior models utilized by the school.
  2. Provide leadership to develop after school and/or evening activities.

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- B. Student Advocacy Skills
  - 1. Advocate for services for students and families.
  - 2. Locate community resources available to McKinley students and families.
  - 3. Make appropriate referrals.
- C. Counseling Skills – Individual and Group
  - 1. Provide individual and group counseling to students and families.
  - 2. Plan and co-facilitate student groups.
  - 3. Model appropriate counseling ethics, knowledge, and skills.
  - 4. Develop climate/behavioral model, Head of Instruction, consultants, academic facilitator, staff, and students.
  - 5. Maintain frequent and consistent parent contact.
  - 6. Make home visits as appropriate.
- D. Referral and Collaboration
  - 1. Identify, plan, and coordinate referrals to outside agencies to secure services.
  - 2. Follow-up on provision and impact of referrals.
  - 3. Collaborate with area service providers.
- E. Consultation
  - 1. Conduct effective, ethical consultations with staff, parents, administrator, Head of Instruction, and outside agencies/providers.
  - 2. Work with staff as they assist students who are working on behavior and academic plans.
  - 3. Plan and/or write effective social/emotional curriculum to meet the needs of an individual student or students when necessary.
- F. Planning and Development
  - 1. Develop support services and resource center components of MCS.
  - 2. Develop and oversee a resource center for McKinley parents, students, and staff.
  - 3. Identify, plan, and coordinate after school activities for MCS students and families including four parent nights per year.
  - 4. Facilitate the establishment of a parent component (i.e., support group, training, etc.).
- G. Data Collection
  - 1. Maintain current information concerning each student related to the behavior plan developed by the student and staff.
  - 2. Establish and maintain appropriate computer record keeping systems for all behavior elements of the school.
  - 3. Assist students as they attempt to fulfill community service hours, court dates, and court orders.
  - 4. Maintain appropriate record security and confidentiality for school records.
- H. Transition Planning
  - 1. Develop a post high school plan for each student with teachers (i.e., post-secondary training, work, military, etc.).
  - 2. Oversee job placement services for student work experiences.
  - 3. Serve as student advocate during the transition of Off Campus School.
- I. Training/Staff Development
  - 1. Maintain working knowledge of models utilized at MCS.
  - 2. Articulate the role of a support services facilitator and its contribution to the MCS mission and program.
  - 3. Transfer appropriate levels of counseling knowledge/skills to students, parents, and staff.
  - 4. Assist with or conduct staff development activities.
- J. Organization
  - 1. Establish a record keeping and record retention process for behavioral records and

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- court orders to match legal requirements and the local standard of care.
  - 2. Maintain appropriate records.
  - 3. Develop and maintain a counseling and referral record keeping process.
- K. Grant Writing
- 1. Write grant applications as appropriate.
  - 2. Implement secured grants as directed by MCS Head of Instruction.
- L. Other duties as assigned

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**New:** 10/2000

**Revised:** 4/2004, 03/2011, 5/2014

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