SCHOOL COUNSELOR
STANDARD POSITION DESCRIPTION

Position Title: School Counselor | Location: Assigned School(s)
Reports to: Principal or Assistant Principal | FLSA Status: Exempt
Bargaining Unit: Yes

This is a standard position description to be used for certificated positions with similar duties, responsibilities, classification and compensation. Counselors 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 works with the Principal and school leadership team(s) in carrying out the school's guidance and counseling program, which is based on the American School Counseling Association model. As a professional educator with a mental health perspective, the counselor understands and responds to the needs of a diverse student population. The counselor provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' social emotional development, academic achievement and career preparation. The school counselor may be assigned at the elementary, middle, or high school level.

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 state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities:

1. Implements the district's counseling and intervention program and serves as a resource for building staff and parents in working with students to promote a positive school climate, and helps students develop a positive self-concept. Consults with district administration and building staff to develop curriculum meeting the identified needs of students. Participates in or leads development of positive behavior support systems and development of intervention strategies. Uses the majority of time providing direct services through the guidance curriculum, individual student planning and preventive and responsive services, and most remaining time in program management, system support, and accountability.

2. At the elementary level, provides for early identification of students' academic and personal/social needs to help remove barriers to learning, promote academic achievement, and create a foundation for future success.

3. At the middle and high school level, provides a comprehensive developmental school-counseling program to create a supportive climate and atmosphere wherein young adolescents can navigate 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; 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 transition into adulthood and the world of work as students begin 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 transitions. Participates in developing and managing both school and individual student schedules through utilization of a student information system. Determines student placement and, at the secondary level, guides students in course selection. Coordinates or participates in the process for identification of students with unique educational needs and reports these to the appropriate district personnel: for example, 504 plan development, multidisciplinary and care team meetings. Consults and collaborates with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs. Provides academic, vocational, and personal counseling to students. Assists students at the secondary level in post-secondary planning and applications.

6. Works directly with students to help them learn how to manage themselves, friendships, family change, emotional regulation skills, 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/personal safety skills necessary to refuse participation in substance abuse, physical violence, or other at-risk behaviors. Provides individual and small-group counseling to support individual and peer group intervention.

7. 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. Provides appropriate information to school personnel related to the comprehensive school counseling program.

8. Makes class, family and community presentations in areas deemed to be developmentally appropriate. For example, bullying prevention, problem solving, study skills, goal setting, career awareness and the world of work, substance abuse education, parenting, school-to-work, and inclusivity.

9. Initiates and maintains adequate student and office records and school data for the coordination of a student's total program. Uses available technology resources to enhance the school counseling program. Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.

10. Perform other duties as may be assigned.

Part IV: Minimum Qualifications:

- Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement within a diverse community and skills in communicating with a diverse population.

- Successful completion of a degree in school counseling and valid state (TSPC) certification(s) as a school counselor.

- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.

- Ability to effectively communicate verbally and in writing with parents, students, and staff.

- Demonstrated ability to apply and use effectively a variety of personal and family counseling models.

- Commitment to effective collaboration and teaming within a professional learning community.

- Strong assessment, analytical, and diagnostic skills

- Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of a comprehensive guidance-counseling program.

- Knowledge and skill in the use of strategies necessary to meet the diverse needs of students.

- Skill and ability to utilize technology to aid assessment, planning and implementation of the counseling program.

- 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.

- Demonstrated understanding of the American School Counseling Association comprehensive school-counseling model.

- Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

- Bilingual skills
- Successful experience in a diverse student environment
- Successful experience working in a team
- Successful experience at the level of assignment

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, speak, move about, hear and be visually observant of classroom behavior and learning activities. The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues according to established protocols.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties and responds according to established protocols.

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.

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

4/10/17