

GUIDANCE COUNSELOR

JD LOCATOR: 3.09.1

Adopted: _____

Revised: 7/00, 7/03, 3/09

REPORTS TO:	Building Principal or Director
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of classified staff.

JOB SUMMARY

To help students overcome problems that impede learning and to assist them in making educational, occupational, and personal decisions that hold promise for their personal fulfillment as mature and responsible men and women.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

GUIDANCE PROGRAM MANAGEMENT

Standard 1: The school counselor provides effective coordination and management of the district-wide guidance program.

Guidance Curriculum

Criterion A: The school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.

1. Organizes and teaches units for student mastery based on student needs which will address personal/social development, educational planning and development, and career exploration and planning.
2. Uses effective instructional strategies.
3. Establishes an environment conducive for student learning through the use of effective classroom management techniques.
4. Collaborates with or assists teachers in developing and/or teaching guidance units effectively.
5. Serves as a resource regarding guidance materials appropriate to the guidance units being taught.

Individual Planning

Criterion B: The school counselor implements the Individual Planning Component by guiding individual and groups of students and their parents through the development of educational career plans.

1. Assists students in establishing goals, developing and using planning skills, and determining their abilities, achievements, interests, and goals.
2. Encourages teachers, other professionals, and parents to participate in student education and career planning.
3. Guides students to utilize assessment results in their educational and career plans.
4. Organizes and makes educational and career information available.
5. Helps students and their parents become aware of the range of educational opportunities available.

Responsive Services

Criterion C: The school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

1. Informs students, parents, teachers, and administrators about the process that can be used to refer students for individual or small group counseling.
2. Provides individual counseling and small group counseling using accepted theories and techniques appropriate for school counseling.
3. Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the students' needs and concerns.
4. Assists students in establishing concrete, behavioral plans aimed at problem resolution.
5. Implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.
 - a. Develops and maintains a current list of appropriate and effective referral sources.
 - b. Determines the need for, and makes referrals when necessary.
 - c. Assists students and their parents during and after the referral.
 - d. Keeps teachers informed about the referral process, as appropriate.

System Support

Criterion D: The school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

1. Provides comprehensive and balanced guidance program in collaboration with school staff.
2. Conducts formal and informal assessments to determine student needs and priorities as perceived by students.
3. Establishes and completes an effective comprehensive guidance program evaluation to improve guidance services and programs.
4. Provides support for other school programs.
5. Works cooperatively with other school personnel in the best interest and for the betterment of the district.
6. Assumes equal responsibilities as other certification staff members, as appropriate.

PROFESSIONAL SKILLS AND RESPONSIBILITIES

Standard 2: The school counselor demonstrates professional skills and fulfills professional responsibilities in addressing the overall mission of the school district.

Knowledge of Guidance and Counseling

Criterion E: The school counselor displays knowledge of guidance and counseling practices.

1. Follows priorities established in the comprehensive guidance program framework.
2. Uses resources appropriately and effectively.
3. Explains the philosophy, priorities, and practices of the comprehensive guidance program effectively and articulately to school staff, parents, and the community.
4. Keeps abreast of developments in the counseling profession.
5. Observes ethical standards of the American School Counselor Association and the American Counseling Association.
6. Maintains professionalism in difficult situations.

Criterion F: The school counselor demonstrates positive interpersonal relations with students.

1. Promotes positive self-image in students.
2. Provides a climate that promotes positive communication with students.
3. Interacts with students in a mutually respectful and friendly manner.
4. Makes an effort to know students as individuals.
5. Is willing to work with all students.
6. Maintains appropriate student-counselor relationships.
7. Does not impose personal value judgments of students or their families.

Criterion G: The school counselor demonstrates positive interpersonal relations with educational staff.

1. Works cooperatively with colleagues in planning guidance activities.
2. Works well with support staff.
3. Works cooperatively with the schools' administration to implement policies and regulations for which the school is responsible.
4. Informs administrators and/or appropriate school personnel of school-related matters.

Criterion H: The school counselor demonstrates positive interpersonal relations with parents and community patrons and organizations.

1. Cooperates with parents in the best interest of the student.
2. Provides a climate that promotes communication with parents.
3. Handles expressions of conflict in a constructive manner.
4. Promotes patron and outside community involvement with the school.
5. Works collaborately with outside agencies as needed.

Criterion I: The school counselor adheres to school and district policies, procedures, and regulations.

1. Follows and explains the profession's ethical and legal standards and guidelines, as well as promoting cultural diversity and inclusively in school policy and interpersonal relationships.
2. Adheres to district policies and legal guidelines.
3. Promotes equity with respect to gender, ethnicity, or the ability of students.
4. Conducts guidance responsibilities accurately in accordance with established job description.

Criterion J: The school counselor demonstrates appropriate attendance

1. Will be in attendance the number of days specified on the district contract.
2. Will be in attendance at scheduled meetings and class sessions, as appropriate.

Criterion K: The school counselor uses time effectively.

1. Sets timelines and follows them.
2. Keeps accurate time logs and submits them to the counselor coordinator in a timely manner.
3. Conducts guidance responsibilities promptly in accordance with the established job description.

Criterion L: The school counselor demonstrates effective organizational strategies and skills.

1. Demonstrates effective planning for instruction and other activities.
2. Chooses and designs varied instructional strategies that address the diversity of learners.
3. Assists students in demonstrating meaningful progress in learning and communication
4. Designs various forms of evaluations to monitor, manage, and enhance student learning.
5. Uses available technology as a counseling tool.

Criterion M: The school counselor adheres appropriately to laws and practices concerning the confidentiality of information and the reporting of suspected child abuse/neglect to Children's Division.

1. Attends to the confidential and private nature of individual assessment data.
2. Uses discretion in handling and releasing confidential information.
3. Adheres appropriately to laws and Board policy regarding the reporting of suspected child abuse and neglect.

Criterion N: The school counselor demonstrates a commitment to ongoing professional growth.

1. Participates in professional activities such as membership and involvement in professional organizations, coursework, workshops, and conferences.
2. Serves on building and district committees, as appropriate.
3. Seeks opportunities to learn from colleagues, students, parents, and community members.

COORDINATION AND MANAGEMENT OF THE TESTING PROGRAM

Standard 3: The school counselor follows regulations in the coordination and management of the district's testing program.

Criterion O: The school counselor demonstrates effective management of the group and/or individual testing program.

1. Provides a systematic plan for dissemination and collection of group testing materials that follows all district policies and procedures.
2. Provides procedures for appropriate test administration and test security.
3. Coordinates annual training for building and staff to train test administrators in standardization administration procedures and test security.
4. Adheres to all standardized administration and scoring of tests in compliance with testing guidelines.

Criterion P: The school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

1. Strives to guard against inappropriate use of assessment data.
2. Understands/applies the basic statistical concepts essential in the use of assessment instruments and data.
3. Understands/applies basic concepts and principles of measurement and evaluation.
4. Presents information in a clear and concise manner.

Criterion Q: **applies to this position**

☐ does not apply to this position

The school counselor coordinates special education services and adheres to required procedures of IDEA and/or Section 504, as assigned by supervisor.

1. Implements the management of the special education process through effective use of the district's Compliance Plan by providing leadership and coordination to the regular education and special education staff.
2. Collaborates and communicates with the District Assessment Team.
3. Follows all federal, state, and local regulations concerning the administration and adherence to IDEA and Section 504.
4. Demonstrates professional awareness and growth to changes in adherence in IDEA and Section 504.

SUPERVISORY RESPONSIBILITIES

None

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. At least two years of successful teaching experience.
2. A valid certificate as a guidance counselor.
3. A Master's degree, or its equivalent, representing intensive course work in the principles and practice of educational guidance; educational testing measurement; counseling; the organization and administration of guidance services; and the psychology of learning.
4. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

PHYSICAL DEMANDS: *The physical demands 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 regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature	Date	Supervisor's Signature	Date
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