

Special Education Counselor

Job Title: Special Education Counselor

Exemption Status/Test: Exempt/Administrator
in an Educational Establishment

Reports to: Principal

Date Revised: 10/22/2015

Dept./School: Assigned Campus

Pay Grade: SPCON **Calendar Days:** 199

Appointed By: The Superintendent of Schools for a term of one year and the contract will be considered for recommendation by the Board of Trustees at the regular April/May meeting each year

Primary Purpose:

Plan, implement, and evaluate a comprehensive developmental guidance and counseling program at assigned campus. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students.

Qualifications:

Education/Certification:

Master's degree from an accredited college or university

A valid Texas school counselor certificate or a current license as a specialist in school psychology (LSSP) from the Texas State Board of Examiners of Psychologists (TSBEP)

General qualifications of a teacher as prescribed by the State Department of Education and three years of teaching experience OR a current license as a specialist in school psychology (LSSP) from the TSBEP

Special Knowledge/Skills:

Knowledge of counseling procedures, student appraisal, and career development

Excellent organizational, communication, and interpersonal skills

Ability to instruct students and manage their behavior

Ability to present information in one-on-one, small group, and large group situations to students, parents, and district staff

Experience:

At least three years teaching experience

Major Responsibilities and Duties:

Guidance

1. Plan and conduct structured group lessons to deliver district's guidance curriculum effectively and in accordance with students' developmental needs. Collaborate with teachers who teach guidance-related curriculum.
2. Use accepted theories and effective techniques of developmental guidance to counsel individual students, small groups of students, and parents to plan, monitor, and manage a student's own personal and social development. Provide preventive, remedial, and crisis counseling as needed.
3. Participate in the special education referral process, in Admission, Review, and Dismissal (ARD) meetings, and on the Early Intervention Team (EIT) committee when appropriate.

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4. Develop behavior intervention plan, along with appropriate staff, and train staff on implementation of the plan.
5. Assist in classroom behavior management planning for students, including supporting the placement of identified students with disabilities in the least restrictive environment.
6. Provide social skills training in the Structured Learning Classroom (SLC).
7. Provide social skills training per ARD for individual students with disabilities.

Assessment

8. Interpret standardized test results and assessment data to guide students in individual goal setting and planning and provide appropriate class placement.
9. Conduct functional behavior assessment, along with appropriate staff, for students with disabilities.
10. Assist with the identification of students eligible for special education programs.

Program Management and Administration

11. Plan, implement, evaluate, and promote continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes guidance curriculum, responsive services, individual planning, and system support components.
12. Plan and conduct professional development for administration and staff regarding special education issues.
13. Compile, maintain, and file all reports, records, and other documents. Participate in the Medicaid Administrative Claiming (MAC) Random Moment in Time Study and School Health and Related Services (SHARS) on-line billing system when appropriate.
14. Comply with policies established by federal and state law, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations
15. Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.
16. Maintain confidentiality.

Professional Growth and Development

17. Participate in staff development activities to improve job-related skills.
18. Attend and participate in faculty meetings and serve on staff committees as required.

Other

19. Perform other tasks and assumes such responsibilities as may be assigned by the school principal and the Superintendent of Schools.

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20. Transport students when necessary for education, medical, or appraisal purposes.

Supervisory Responsibilities:

None

Evaluation:

Counselors will be evaluated by their administrator using Aldine ISD's Invest appraisal system earning one of the following levels of job performance:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

Salary:

As approved by the Board of Trustees

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

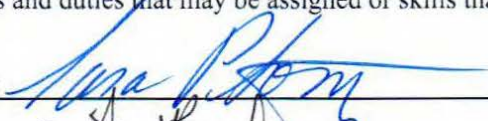
Lifting: Regular light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: Work inside, may work outside

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

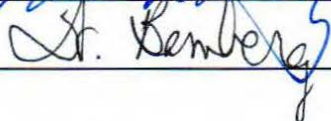
Reviewed by



Date

5/16/16

Received by



Date

5/18/16