



# Argyle Independent School District

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**Job Title:** Special Education Counselor

**Exemption Status/Test:** Exempt

**Reports to:** Director Special Programs

**Pay Grade:** AP2

**Dept./School:** Assigned Campuses

**Duty Days:** 187

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## PRIMARY PURPOSE

Plan and provide counseling services to special education students who demonstrate an educational need. Evaluate students and provide therapeutic interventions to eliminate or reduce problems or impairments that interfere with a student's ability to derive benefit from the educational program.

## QUALIFICATIONS

### Education/Certification:

- Master's degree in Clinical Mental Health Counseling, Social Work, Psychology, or related mental health field
- LPC, LPC-A, LMSW, LCSW, LMFT, or LMFT-A
- Special Education Certification or endorsement

### Special Knowledge/Skills:

- Knowledge of the needs of students who have emotional/physical disabilities, including general knowledge of curriculum and instructional adaptations necessary to meet those needs.
- Childhood and adolescent development; mental health; emotional disturbances; human behavior; substance use and abuse; counseling strategies and techniques; cognitive development.
- Practicum field work and/or internship in a school setting
- Practicum field work and/or internship in counseling supervised by a licensed professional.
- Work with children or adolescents in a mental health setting

### Experience:

- Minimum of three years of experience working with students with disabilities, preferably in a public school setting
- Crisis Intervention and case management experience

## MAJOR RESPONSIBILITIES AND DUTIES

- Use time effectively and perform the required school routines and responsibilities on time.
- Submit the requested lists, forms, and data to the Special Education Office by the due dates.
- Follow ethical guidelines of counselors as delineated by the Texas State Board of Examiners of Professional Counselors, TASP/NASP, and the American Counseling Association when providing counseling services to a variety of students in different environments.
- Follow the TEA policies and procedures for the provision of Special Education counseling services.
- Conduct oneself in a professional manner to resolve conflicts that may be perceived to occur between TEA policies, local guidelines, and the ethical guidelines for Special Education Counselors.
- Protect the student's right of confidentiality and limit information to other professionals working with the student.
- Follow policies and procedures in the District's Employee Handbook.
- Conduct counseling evaluations in a thorough and timely manner, accessing relevant sources of information and providing for optimal student performance.
- Prepare thorough and understandable assessment reports and counseling IEPs.
- Orally communicate results of assessment to ARD Committee members in an effective manner, including provision of suggestions for students who do not qualify for special services.
- Consult other professionals prior to the ARD meeting regarding the student's goals and objectives, and the amount and method of service delivery, including outside agencies when necessary.
- Support General Education counselors with students who have severe educational/emotional/behavioral needs.
- Make recommendations concerning intervention strategies to enhance student success in the school setting.
- Provide consultation to teachers, administrators, and school staff concerning the academic/emotional/behavioral needs of students.
- Assess the seriousness of the student's threat to self or others, and intervene in accordance with the district's emergency notification plan.
- Respond quickly and appropriately in crisis situations.
- When appropriate, consult with school professionals, parents, and external agencies to develop crisis intervention plans for students.
- Counsel students in crisis when necessary and appropriate.
- Provide appropriate follow-up to students who have been in crisis. Attend Counselor meetings and take responsibility within the group.
- Attend staff development and professional continuing education trainings to improve counseling skills. Be willing to share new knowledge gained from conferences and one's area of expertise.
- Provide counseling services to a variety of different students in different environments.
- Provide evidence-based strategies and small-group interventions to meet the behavioral and social-emotional needs of general education students, supporting their success in the general education classroom.
- Provide referral options to students' parents upon request.
- Provide consultation to parents concerning the academic/emotional/behavioral needs of the student.
- Collaborate with psychologists, administrators, behavior specialists, related service staff, classroom teachers, and/or parents when a student is having difficulty in current placement to improve the effectiveness of intervention strategies.
- Provide ongoing coaching, supervision, and professional development to campus-based behavior specialists to ensure fidelity of behavior intervention practices, compliance with district and state guidelines, and alignment with evidence-based strategies.
- Collaborate with multidisciplinary teams to support students undergoing changes in placement, including active participation in transition planning, development of behavior supports, and coordination of services to ensure continuity and success across settings.
- Provide behavioral intervention support for special education students by collaborating with special education and general education teachers

- Provide training and support to campus staff on data collection and analysis to evaluate student progress.
- Participate in ARD meetings when necessary.
- Maintain an active presence on campuses where cases are assigned and establish professional and supportive relationships with teaching staff and campus administrators.
- Conduct professional development to teachers and paraprofessionals on evidence-based practices for special education students for all grade levels and instructional settings throughout the school year.
- Train appropriate staff members and/or parents in effective interventions for student success.
- Facilitate good communication between parents and schools through collaborative meetings.
- Assist in providing needed behavioral resources to campuses for the benefit of special education students.
- Assist classroom teachers in developing IEP goals and objectives based on student assessment.
- Accept feedback, suggestions, and directives from special education administrators and supervisors in a cooperative and constructive manner.
- Attempt to work cooperatively and constructively with the administrative staff of schools to which the counselor is assigned.
- Follow all district safety protocols and emergency procedures.
- Perform other duties as may be assigned by the Director of Special Programs or designee.

**Other Related Duties**

- Compile, maintain, and file all reports, records, and other documents.
- 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.
- Follow district safety protocols and emergency procedures.

**MENTAL DEMANDS / PHYSICAL DEMANDS / ENVIRONMENTAL FACTORS:**

- Using standard office equipment, including a computer and peripherals.
- Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting.
- Regular light lifting and carrying (less than 25 pounds), possible controlling behavior through physical restraint, and assisting non-ambulatory students.
- May require district-wide travel
- Exposure to communicable diseases.
- Work with frequent interruptions; maintain control under pressure; work prolonged or irregular hours.

All employees are to follow district safety protocols and emergency procedures.

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.<sup>1</sup>

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Signature

\_\_\_\_\_  
Date

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Print Name

<sup>1</sup> Date Revised: 4/2026