BERKS COUNTY INTERMEDIATE UNIT

POSITION TITLE: School Counselor

QUALIFICATIONS:

A. Must hold a Master's Degree and valid Pennsylvania certification to meet appropriately certified status under the federal Every Student Succeeds Act and Pennsylvania Department of Education certification regulations, including Pennsylvania certification in School Counseling.
B. At least three years of experience in education or mental health counseling preferred.
C. Previous successful experience with children who demonstrate 'at risk' behaviors preferred.
D. Must possess the personal qualifications for the development of desirable working relationships with people in the school and community.
E. Must have excellent oral and written communication skills with youth and adults.
F. Access to transportation between work sites, possessing a valid driver's license, and a private transportation vehicle.
G. Ability to work independently when appropriate.
H. Ability to work effectively and cooperatively with administrative, professional, and non-professional staff and to problem solve independently.
I. Knowledge of or desire to acquire knowledge about bullying, violence prevention, drug and alcohol abuse and intervention, and trauma-informed practices.
J. Ability to effectively and calmly interact with students of varying abilities, national origin, or ethnicity in a positive, constructive manner.
K. Ability to effectively support and engage students who may be experiencing challenges such as neglect, abuse, chemical dependency, delinquency, conduct or behavior disorders, truancy, expulsion, oppositional defiance, emotional or mental health disabilities, and/or homelessness.
L. Knowledge, experience, and ability in restorative practices, crisis intervention, including de-escalation and physical restraint.
M. Ability to work efficiently and successfully in a highly structured environment.
N. Ability to use technology effectively for instruction, counseling, communication, and program management.
O. The holder of this position could be required as part of his or her duties to engage in activities that can be charged to a Medical Assistance (MA) or other state or federal healthcare program. Clearance as a provider by both the Commonwealth of Pennsylvania and the federal government is therefore an essential qualification for this position.

REPORTS TO:

Program Administrator, as assigned

POSITION GOAL:

Responsible for organizing and administering school counseling services for BCIU Programs with the primary intent of assisting every student solve their problems while also promoting growth of the individual in self-direction.

PERFORMANCE RESPONSIBILITIES:

The essential functions of this position are comprised of a combination of the following fundamental duties (and may include other duties not explicitly listed below):

A. Counseling
   1. Counsel students on an individual basis at the elementary, middle school, and/or high school levels when referrals are made from administrators, teachers, parents, and/or community agencies.
   2. Counsel students on an individual basis at the assigned school levels in terms of academic, social, emotional, and vocational development.
   3. Conduct group counseling sessions as the need arises in the areas of personal, social, emotional, educational, and career development.
   4. As appropriate to student grade level, counsel students concerning career plans and goals, with a record of these careers and goals being kept on the permanent record of the students.
   5. Read, review, and follow up on all student deficiency reports.
   6. Spend at least 50% of work time providing direct individual and group counseling services.
   7. Work at resolving problems which may result between students and/or between students and staff members.

B. Curriculum
   1. Counsel students in following specific curricular programs that will provide the best preparation for engagement in daily activities, educational programs, community settings, and future career aspirations.
   2. Cooperate with district counselors in implementing a comprehensive career educational program for every student.
   3. Work with the faculty and administration in maintaining an appropriate and up-to-date program of studies for middle and high school assignments.
   4. Support teachers and instructional support staff with the integration and implementation of social-emotional learning components.

C. Post-Secondary Transition Planning and Support (Middle/High School)
   1. In high school programs, aid in the evaluation of previous credits and orient new enrollees during the school year.
   2. Conduct orientation programs for students at the secondary level who desire to further their education beyond high school.
   3. Arrange visits by college, technical school, other schools of higher learning, and military representatives to explain post-graduation opportunities in their areas.
   4. Keep abreast of employment opportunities that are available to students.
   5. Inform students of the training available at the vocational-technical school/career and technology center.

D. Communication
   1. Communicate with students and parents at Open Houses.
   2. Disseminate career education information to students on an individual or group basis.
   3. Promote the guidance function among teachers.
   4. Requisition testing materials and other guidance supplies through the Program Administrator.

E. Support Services
    1. Work with the Program Administrator in developing intake materials and screenings for associated programs.
    2. Arrange and interpret specific testing useful in helping students to make career or academic choices.
    3. Work with the school psychologist, faculty, and administration in screening, referring, and placing students in need of special services.
    4. Participate in IEP meetings, working closely with the classroom teacher in developing appropriate IEP transition plans for students.
    5. Work with community agencies such as Family Guidance, Children's Services, Student Assistance Professionals, etc.
    6. Assist students with college or employment applications and provide letters of recommendation and transcripts as requested (if working within a secondary level assignment).
    7. Maintain a list of pupils who will attend school-related summer school or programs, the details of the program and goals; inform the home school district of these facts.
    8. Provide instructional recommendations, consultation, and coaching to teachers and instructional support staff to improve student outcomes.
    9. Provide support for social and career domains, college/career planning, crisis intervention, and developmental programming, as applicable to the assignment.
    10. Assess students to determine specific strengths and needs and use available assessment information to inform counseling, instruction, intervention, and student support.
    11. Periodically review student assessment and progress data with faculty, staff, administrators, and other appropriate team members to monitor student outcomes and adjust supports.
    12. Engage families in two-way communication regarding their student(s), including communication related to Early Childhood and Student Services (ECSS) and/or Act 89/Title I programming, as applicable.
    13. Develop and maintain weekly and daily lesson plans, as applicable to the assignment, to address individual student needs and submit plans by established due dates.
    14. Complete required data collection, maintain accurate records of student progress and services, and submit required reports in a timely manner.
    15. Establish and maintain a collegial rapport with personnel in assigned school settings and collaborate with teachers, administrators, parents/guardians, and other stakeholders to support effective program implementation.
    16. Stay current with educational trends, instructional practices, student support practices, and advancements through ongoing professional learning.
    17. Attend required ECSS, Office of Professional Learning, Act 89/Title I, Nonpublic School Program, and other program meetings as assigned.
    18. Perform other duties and tasks as assigned.

TERM OF EMPLOYMENT:

Full Time or Part Time, as assigned. Salary as established per BCIUEA Collective Bargaining Agreement. Variable schedule that may include evening work, as applicable to assignment.

EVALUATION:

Performance in this position will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the BCIU Director of Human Resources of any and all reasonable accommodations that will be required.

BCIU is an equal opportunity employment, educational, and service organization.

Print Name	
Employee Signature	**Date:**

Revised: February 23, 2024
September 12, 2025
September 23, 2026

CC: Employee File