

FNSBSD JOB DESCRIPTION	
<i>Job Title:</i> Elementary and Secondary School Counselor	
<i>Supervisor:</i> Building Principal	<i>Classification:</i> Certified (FEA)
<i>Days/Months:</i> 190 days	

General Responsibilities

Counselors provide services to students in three major areas: academic, personal/social, and career development. Counselors assist students with individual problem solving, decision making, and coping skills. While emphasis is on prevention, counselors may also deal with crisis intervention.

Examples of Duties and Expectations

Curriculum and Program Management:

Coordinates with administration and staff and establishes a grade-appropriate, preventive guidance program/plan for all assigned students.

Follows the Comprehensive High School Counseling Program guidelines in providing services to students. (high school counselors only)

Uses knowledge of each domain of the counseling curriculum (career, academic, and personal/social) in planning and delivering counseling services to students.

Uses and shares a wide variety of career resources, instructional materials, and activities with students and teachers.

Oversees implementation of curriculum addressing sexual harassment.

Evaluates effectiveness of the school counseling program and adjusts program accordingly.

Maintains accurate and current records (i.e. students and parent contacts, credit checks, activity logs).

Promotes and utilizes technological applications, when appropriate, in delivering the counseling curriculum.

Individual/Small Group Counseling and Student Planning:

Uses a variety of individual counseling strategies to help students set career, academic, and personal goals; uses strategies that adapt to students= developmental stages, learning styles, and individual and special needs.

Assists students in the understanding and interpretation of interest, aptitude, and achievement tests.

Uses structured, small group counseling activities to help students address barriers to academic, career, and/or personal/social development.

Assists students in planning and selecting classes with regard to future interest and career cluster areas.

Assists students in making transitions between schools, into higher education, and into the world of work.

Assists students in obtaining information about financial aid and post-secondary educational and training opportunities. (high school counselors only)

Responsive Services:

Responds in a timely manner to unscheduled requests and referrals for assistance from students, parents, staff, and administration; communicates follow-up action when appropriate.

Demonstrates an awareness of, and provides to students and parents information regarding, community resources and referral sources. Seeks to establish a working relationship with other community institutions, agencies, and businesses. Participates in programs of various community groups when appropriate. Encourages community participation and involvement in school programs through public relations activities.

Follows an effective referral practices process for assisting students and others to use special programs and services.

Consultation/Collaboration/Assessment:

Shares and interprets appropriate student data with regard to test scores, school performance, and personal concerns.

Provides opportunities for scheduled conferences for all 9th and 11th grade students and their parents to address student progress and future goals. (high school counselors only)

Assists in identifying and responding to students with special needs (IEP, Section 504 accommodation, and bicultural referrals) and to students who are in transition from one school level to another. May be designated building Section 504 coordinator by principal.

Assists parents in understanding students= abilities, aptitudes, and relationships with others; and developmental stages, family relationships, school personnel, and community services. Makes information available to parents concerning educational resources and related counseling services.

Collaborates and cooperates with teachers and administrators in delivering the counseling-related curriculum.

Works with teachers and staff in assisting students with behavioral problems by providing techniques to enhance positive growth and development.

Promotion of a Positive School Environment:

Promotes awareness, sensitivity, and understanding of diversity, gender, and cultural differences and fosters an atmosphere of respect.

Addresses sexual harassment issues, through the curriculum and through counseling of victims and perpetrators.

Uses various counseling strategies/activities to encourage students to make healthy lifestyle choices.

Demonstrates sensitivity in working with individuals and diverse populations.

Coordinates and maintains positive communication with staff, parents, students, and district personnel to promote a positive learning environment.

Promotes equity of educational opportunity for students, immaterial of their race, sex, ethnicity, national origin, or disability.

Professional Leadership/Performance/Development:

Models life long learning by keeping current with educational research, literature, and innovation.

Uses a wide variety of opportunities for professional growth (conferences, courses, workshops, reading institutes, support groups, committees).

Maintains confidentiality pertaining to students and staff.

Aligns the school counseling program with the Alaska School Counseling Program and the district=s comprehensive counseling program.

Professional Standards:

Uses accepted theories and techniques appropriate to school counseling.

Demonstrates sound professional judgment in handling confidential information, knowledge about ethical and legal issues related to counseling, and a connection between beliefs and practice.

Follows school and district procedures in a timely manner.

Incorporates research-based practices in implementing changes in the guidance and counseling program.

Equipment Used

Computer, printer, fax machine, copy machine, and other equipment needed to develop and present an appropriate counseling program. Computer software including word processing, e-mail, Internet access software, and software approved and adopted by the district and/or building such as student grade report programs.

Independent Decisions

Independent decision-making expected, verifying course of action with supervising building principal as needed, based on School Board policy, district and/or building rules.

Primary Working Contacts

Certified and classified staff in the building, building administrators, families, students, and community agencies.

Supervision Received and Exercised

The counselor is supervised by the building principal and is responsible for supervising students outside the classroom environment when necessary. Assists in supervising registrars at the high school level.

Unusual Working Conditions

Scheduled hours may differ from those worked by teachers in the school. Assignment of hours will be designed to meet the needs of the counseling program and to provide availability for meetings with parents and students.

Evaluation

Written evaluation, annual or more frequently, in accordance with district policy, by the building administrator or other appropriate district administrator.

Qualifications

Must possess a Type A or Type C Alaska teaching certificate with an endorsement in counseling at the appropriate grade level prior to employment.

Must have recent experience at the appropriate grade level. Experience may include teaching experience, counseling, completion of a practicum, or other relevant educational or employment experiences.

Must possess some knowledge of content, curriculum, methods and materials of grade level(s) or instructional specialty(ies); good knowledge of child growth and development; some knowledge of school=s program of studies related to assignments; ability to utilize multimedia and computer technology as appropriate; ability to utilize positive and effective student discipline procedures; ability to establish and maintain effective relationships with students, peers, parents, and community members; skill in oral and written communication; excellent human relations skills. Must be aware of regulations in effect re Section 504 of the Rehabilitation Act of 1973/ADA relating to students with disabilities, and district procedures for referral, evaluation, assessment, and accommodation.

Must be familiar with and demonstrate compliance with the following as they apply to counseling duties:

Alaska Compiled School Laws
Administrative Directives
Building Policies/Handbook
Curriculum Guides
Negotiated Agreement
Rules and Regulations of the Department of Education
School Board Policies and Regulations
Student Rights, Responsibilities and Behavioral Consequences Handbook
Evaluation Handbook
Professional Teaching Practices Commission (PTPC) Code of Ethics