

JOB DESCRIPTION

Job Title: **School Counselor**
 Department: **Student Services**
 Pay Program: **Certified**
 Prepared/Revised Date: **March 2018**

Work Calendar: **186 days**

SUMMARY: A school counselor will implement the American School Counselor Association National Model Standards as the basis for the delivery of a comprehensive school counseling program. Utilize that ASCA National Model Handbook and workbook as the basis for program planning, implementation, service delivery and program evaluation. Review needs assessments annually to evaluate the plan for the counseling program for each school, according to the three domains of the National Standards Model---Academic Achievement, Career, Personal/Social. Carry out comprehensive school counseling program, focused on the needs of all students, guided by district counseling benchmarks and the following suggested time allocations for each of the program components.

- Individual Planning – development of academic and career plans, individual or small – group appraisal or advisement.
- Responsive Services - addresses a students’ immediate concerns; individual and group counseling, crisis counseling, referrals, peer mediation, consultation.
- System Support - professional development, develop relationships and partnerships with stakeholders and community, consultation, collaboration and teaming, program management and operation.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	
1. Advocate for all students:	<ul style="list-style-type: none"> – Guide and counsel classroom groups, special groups, and individual students through social/emotional issues and the development of education and career plans. – Plan for appropriate activities which are based upon student academic and developmental issues.
2. Conduct structured, goal oriented counseling sessions:	<ul style="list-style-type: none"> – Plan for classroom and counseling groups based on needs assessments. – Meet the identified needs of individual or groups of students.
3. In accordance with the Preschool through Post-Secondary Initiative, assist students in the transitions from:	<ul style="list-style-type: none"> – Home to School – School to School – Level to Level – School to Career – School to Work
4. Offer assistance to administrators, staff, students, parents and other stakeholders to facilitate the incorporation of the ASCA competencies into the regular education program.	
5. Assist the school district in effective and timely response to crisis:	<ul style="list-style-type: none"> – Attend district – sponsored Trauma Response Trainings. – Participate on the Trauma Response Team OR – Upon principle request, provide coverage for the Trauma Response Team Member out on call. – Collaborate with principal when crisis occur in own building to provide as-needed planning, support, intervention, and advocacy in response to individual or school – wide crisis.

6.	Consult, collaborate, and coordinate with other school professionals, parents, and community agencies regarding the developmental, personal/social and educational needs of students. This collaboration may include, but is not limited to: <ul style="list-style-type: none"> – Involvement in parent/teacher conferences, staffings, professional learning communities, positive behavior support groups, child studies, 504 plans. – Participation in planning and implementation of in-dash service programs for faculty, parents and other stakeholders. – Assisting students and families with concerns that pertain to the overall student achievement and well-being, including possible suggestions for referrals to appropriate community providers. – Participation in home visits, in the effort to engage students and parents with the school. In such an instance, the counselor may request the company of another school district employee, or designee. – Participation on a principal – lead faculty team in the implementation of district testing programs. – Interpretation, where appropriate, of group test results to students, parents, faculty and staff.
7.	In collaboration with building principal coordinate, conduct or participate in activities which contribute to the effective operations of the school. Collaborative decisions are based upon the Counselor/Principal Agreement which is agreed-upon at the beginning of each school year based upon data.
8.	Other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- M.A. in School Counseling or Social Work.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Hold a valid Colorado License in School Counseling or Social Work.
- Criminal background check required for hire.
- Valid Colorado driver's license.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES

- Ability to communicate with students/staff/parents
- Knowledgeable about current literature and best practices that relate to improving student achievement, behavior, social and emotional functioning
- Human relation skills
- Ability to be a part of/work with a team
- Advanced oral and written communication skills.
- Interpersonal relations skills.
- Advanced leadership skills
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to promote and follow Board of Education policies and building/departamental procedures.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Ability and willingness to adhere to attendance requirements and to follow district procedures for absence reporting. Regular attendance is an essential function of the position and necessary for the efficient operation of the business. Employees are expected to be on time and punctual for work, conforming to established work hours. It is recognized that there are times when a person must be absent due to illness or other reasons.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Google Apps.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE

	POSITION TITLE	
Reports to:	Executive Director of Student Services	
	POSITION TITLE	
Direct reports:	This job has no direct supervisory responsibilities.	# of EMPLOYEES

BUDGET AND/OR RESOURCE RESPONSIBILITY:

- none

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize			X	
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	

NOTE: This Job Description is not intended to be an all-inclusive list of duties, responsibilities or qualifications associated with the job. Specific duties may vary depending upon location, or additional duties may be assigned by the location.