

JOB DESCRIPTION

**TITLE:** School Counselor

**QUALIFICATIONS:**

1. Shall be at least the minimum requirements as stated in *Bulletin 746 revised - Louisiana Standards for State Certification of School Personnel*
2. Physical and mental stamina and ability to perform job functions, responsibilities, tasks, and duties
3. Additional criteria as the Superintendent and/or School Board may establish

**REPORTS TO:** Principal, assigned Supervisor(s)

**PERSONNEL EVALUATION RESPONSIBILITY:** Teaching staff, other professional staff, non-professional staff, other resource and/or service personnel while functioning in the school (if delegated by the principal)

**SUPERVISES:** Teaching staff, other professional staff, non-professional staff, other resource and/or service personnel while functioning in the school (if delegated by the principal)

**JOB GOAL:**

1. To contribute to the development of the total student by supporting his/her focus on academic, personal/social, and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.
2. To establish and properly maintain local, state and federal programs as designated
3. To assist the site Principal and/or his/her designee, Supervisor(s) and/or Superintendent in delegated areas of responsibility and to perform all duties assigned.

**TERMS OF EMPLOYMENT:** Contract

**SALARY RANGE:** Established by School Board

**EVALUATION:** Performance of this job will be evaluated annually by the site Principal and/or his/her designee, assigned Supervisor(s) in accordance with the provisions of the School Board's policy on evaluation of personnel. The School Counselor will participate in the personnel accountability program of the local system.

**PERFORMANCE RESPONSIBILITIES:**

Foundation Responsibilities

- A. The school counselor will assist in the development of a comprehensive school counseling program.
  1. Works with other school counselors and leaders to develop a set of principles which guide the development, implementation, and evaluation of the school counseling program
  2. Works with other school counselors and leaders to develop or, as needed, revise a concise vision statement which aligns with and is a subset of the school and district's mission statement
  3. Works with other school counselors and leaders to develop or, as needed, revise a mission statement which aligns with and is a subset of the school and district's mission statement
  4. Identifies program goals which define how the vision and mission will be accomplished
  5. Guides in the development of curriculum, small-group, and closing-the-gap action plans

6. Accept and support school/district administrative decisions and/or directives
7. Performing all assignments, tasks and/or additional responsibilities/duties as the site Principal, Supervisors, School Board, Superintendent and/or his/her designee may assign.

Delivery System Responsibilities

A. Direct Student Services – The school counselor will interact with students to provide counseling core curriculum, individual student planning, and responsive services.

1. Academic Development

- a. Ensures students acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span to improve academic self-concept, acquire skills for improving learning, and achieve school success
- b. Ensures students complete school with the academic preparation essential to choose from a wide range of substantial post-secondary option, including college, to improve learning and achieve goals
- c. Ensures students understand the relationship of academics to the world of work and to life at home and in the community so that they can relate school to life experiences

2. Career Development

- a. Ensures students acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions as they develop career awareness and develop employment readiness
- b. Ensures students learn strategies to achieve future career goals with success and satisfaction by enabling them to acquire career information and identify career goals
- c. Ensures students understand the relationship between personal qualities, education, training, and the world of work so that they may acquire knowledge and apply skills to achieve career goals

3. Personal/Social Development

- a. Ensures students acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others
- b. Ensures students learn to make decisions, set goals, and take necessary actions to achieve goals through the application of their self-knowledge
- c. Ensures that students understand safety and survival skills

B. Indirect Student Services – The school counselor will work with a variety of people to deliver indirect student services which benefit students.

1. Gathers and shares information about student developmental issues, problems, and successes
2. Takes precautions to protect student confidentiality following ASCA's Ethical Standards for School Counselors

Management System Responsibilities

A. The school counselor uses organizational assessments and tools designed to help school counselors develop, implement, and evaluate their school counseling program based on clearly defined priorities reflecting student needs.

1. Uses a competency assessment to assess their knowledge, attitudes, and skills necessary to perform the range of school counselor responsibilities in a comprehensive school counseling program
2. Uses a counseling program self-assessment to evaluate the school counseling program in comparison with the ASCA National Model, identifying strengths and weaknesses and providing direction for continued program improvement
3. Analyzes his/her use of time to determine how much time they are spending in each of the four components of school counseling: foundation, delivery system, management, and accountability to ensure that at least 80% of the time is spent in direct service with students
4. Uses school data to ensure equitable services and that every student receives the benefits of the school counseling program
5. Develops action plans which detail the desired results of the school counseling program in school counseling curriculum, small groups, and closing-the-gap activities
6. Develop time effective lesson plans for use in the classrooms, including what is to be delivered, to whom, and how student attainment of the competencies will be evaluated
7. Develop and publish weekly, monthly, and/or yearly calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held
8. Possess effective technological knowledge, computer and secretarial skills necessary to complete job requirements in a timely manner
9. Identifies, evaluates, and uses process, perception, and results data
  - a. Identifies and provides evidence of events/programs and who received services (ex. Anger management group session)
  - b. Identifies and provides evidence of services which measure what people think they know, believe, or can do (ex. % of students who have completed an academic plan or who can identify early warning signs of violence)
  - c. Identifies and provides evidence of services which measure the impact of services (ex. graduation rate or attendance rate improvements)

#### Accountability Responsibilities

- A. The school counselor will regularly evaluate the school's counseling program to determine its effectiveness.
  1. Analyzes collected data and uses it to make decisions based on this analysis
  2. Reviews data over time to determine student needs and school and community trends
  3. Annually reviews school data profile and use-of-time to evaluate and improve the school counseling program
  4. Analyzes counseling components/programs for effectiveness and uses this analysis to inform decisions related to program improvements
  5. Uses four assessment tools (school counselor competencies assessment, school counseling program assessment, school counseling performance appraisal, and program goal analysis) to evaluate and improve the school counseling program
- B. Professional Growth and Ethics
  1. Assumes responsibility for personal professional growth and development; for keeping current with the literature, new research findings, and improved techniques; for attending appropriate professional meetings and conventions approved by the site Principal, appropriate Supervisor(s), Superintendent and/or School Board

2. Meets the criteria for a Professional Growth Plan following the guidelines in the Jackson Parish Program of Professional Personnel Evaluation.
3. Develop and meet a minimum of two yearly performance objectives which positively affect student achievement through job responsibilities.
4. The School Counselor will participate in the personnel accountability program of the local school system.
5. The School Counselor is expected to remediate deficiencies identified in the evaluation process as set in Bulletin 130 and the Jackson Parish Program of Professional Evaluation established by ACT 54
6. Documentation maintained to support attendance of approved Professional Development workshops and/or conferences.
7. The School Counselor adheres to standards of ethical behavior established by the local education agency.

**PERSONAL QUALITIES/CHARACTERISTICS:**

The School Counselor's appearance and demeanor reveal a positive attitude and set appropriate models for colleagues and the community as evidenced by the following:

1. Maintain a professional appearance - (as specified by the school Faculty/Staff Handbook and/or LEA).
2. Positive relationship with colleagues and administrative personnel.
3. Appropriate use of standard English.
4. Ability to work tactfully and harmoniously with staff, schools, students, agencies, parent/guardians, colleagues, and/or the public
5. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
6. Demonstrate a good work ethic and professionalism.
7. Demonstrate competency in area of responsibility.
8. Encouraged and/or expected to exhibit:
  - a. Cooperation with colleagues
  - b. Enthusiasm
  - c. Open-mindedness
  - d. Fair-mindedness
  - e. Self-Discipline
  - f. Voice control
  - g. Effective non-verbal communication

**REASONING ABILITY:**

1. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
2. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
3. Ability to plan, organize, and oversee the work of assigned personnel
4. Ability to hold records, reports and conversations in confidence
5. Demonstrates competency in area of responsibility

**PROFESSIONAL CONDUCT:** Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to JPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform *the essential functions and responsibilities* of the job and are not meant to be all inclusive.

While performing this job the employee shall:

1. Use strength and physical ability to lift, pull, move, carry, reach and place items needed to perform the functions of the job.
2. Sit, stand for required periods of time and walk for required periods of time and/or distances.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Have the ability to bend, squat and/or reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.
7. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**ENVIRONMENTAL DEMANDS:** The environmental demands described here are representative of those that must be met by an employee to successfully perform the *essential functions and responsibilities* of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to buildings, grounds and/or vehicles in which a variety of chemical substances are used for cleaning, instruction, environmental or bacterial/mold fungus control, pest control, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy or very loud at times.

**OTHER REQUIREMENTS:** Adheres to the regulations, policies, and procedures established by the State Board of Elementary and Secondary Education, the State Department of Education, and the local School Board as published in minutes, bulletins, and/or other official publications.

My signature below indicates acknowledgement of receipt of the new Jackson Parish School Counselor Job Description as required by the State of Louisiana. I also understand that the Job Description must be reviewed annually and shall be kept on file at the Central Office with the necessary and current signature(s).

**TITLE:** School Counselor

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**DATE:** \_\_\_\_\_ **PRINT NAME:** \_\_\_\_\_

**EMPLOYEE I.D. NO.:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_

(Signature indicates receipt of job description)

*While the operation of the Jackson Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher or JPSB employee should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.*