

Chittenden Central Supervisory Union Job Description

JOB TITLE:	EHS Guidance Director
FLSA STATUS:	Exempt
UPDATED:	May 14, 2009

POSITION OBJECTIVES: The Guidance Director is the administrator responsible for the high school guidance and counseling program including: student academic advising, consultation, and coordination; personal counseling and referral; college and career advising; management of student academic records; the guidance curriculum; and counselor professional development.

ESSENTIAL DUTIES AND RESPONSIBILITIES: The Guidance Director is a member of the EHS Administrative Team (1 principal, 3 assistant principals, 1 special education director, and 1 guidance director); supervises 6 school counselors and 2 administrative assistants; serves all EHS department heads, teachers and aides; and manages a program that serves approximately 1600 students (and their parents).

Guidance and Counseling Program Management

- Supervises and evaluates school counselors and the Guidance and Counseling Department support staff.
- Recruits, screens, assists in the hiring process of, trains, and assigns Guidance and Counseling Department staff members, substitutes, and interns.
- Prepares and administers the Guidance and Counseling Department budget.
- Conducts inservice workshops and training and development programs for members of the department and for selected teachers.
- Assumes responsibility for own professional development; for keeping current with the literature, new research findings, and improved techniques.
- Explains and interprets district, school and department policies and procedures to students, staff, and the community.
- Collaborates with administrators, department heads, teachers, and other school personnel to share information about, and understanding of students.
- Establishes effective liaison with the various offices and agencies within the school and community that may provide specialized or professional help to students and their parents, serves on appropriate advisory committees, and acts as the referral agent to these offices and agencies.
- Defines, interprets, and promotes the professional functions of school guidance counseling to administrators, teachers, students, parents and the public.
- Develops and coordinates guidance program (curriculum) activities such as 4-year planning meetings with freshmen, career planning classes with sophomores, college planning classes with juniors and seniors, VSAC Financial Aid Night, Senior College Night for Parents, College Information Night for Chittenden County High School Juniors and Their Parents, Curriculum Orientation Night for the Parents of Incoming Freshmen and New Students, etc.
- Prepares daily announcements, local newspaper notices and reminders to students and teachers concerning standardized testing, scheduling, and other guidance and counseling related events and deadlines.
- Oversees the maintenance of the departmental college and career information center.
- Acts as the liaison between the high school and technical centers (Essex and Burlington) for students.
- Coordinates with area middle schools for the smooth transition of students to the High School.
- Assures that seniors who receive diplomas have, in fact, met EHS graduation requirements, and coordinates the preparation of student diplomas.
- Prepares and administers the annual EHS Senior Survey and administers the annual VSAC "Student Plans for Education and Careers" (SPEC)
- Reviews and edits informational newsletters prepared for juniors and seniors.
- Prepares and publishes the EHS School Profile (annually).
- Oversees the determination of nominations and recipients for awards and scholarships given by outside organizations

but chosen by the school.

- Maintains a library of professional reference materials and resources for counselors.
- Continually monitors, evaluates and revises the Guidance and Counseling Program to best meet the needs of Essex High School and its students.
- Coordinates the High School Completion Program (HSCP) with Vermont Adult Learning (VAL) for local students pursuing a HSCP EHS diploma through VAL.
- Assists in identifying and nominating EHS students for a wide variety of local, regional and national scholarship and financial opportunities.
- Represents EHS on the University of Vermont Admissions advisory board (quarterly).

Additional Administrative Team Responsibilities

- Supervises school activities and athletic events, as assigned by the principal.
- Prepares annual PSAT/NMSQT, SAT, class size, and other reports for the high school and district administration and School Report Night.
- Assists an Assistant Principal in the development of the Parent/Student Handbook and Calendar.
- Assumes general responsibilities for decisions and operation of the school in coordination with, and in the absence of, other members of the administrative team.

Regularly Scheduled (and Regularly *ad hoc*) Meetings

- Attends administrative, department head, and other appropriate in-school meetings as Guidance Director and representative of the Guidance and Counseling Department.
- Plans, organizes, and presides over weekly departmental meetings, monthly departmental case-supervision meetings, and monthly departmental after-school meetings.
- Serves as the only permanent member of the Child Protection Team (CPT) which responds to reports/concerns of suicidal ideation/child abuse (meets on an *ad hoc* basis, average 2x per week).
- Attends monthly Chittenden County High School Guidance Directors meetings, quarterly Essex area school counselors meetings, and serves on appropriate working committees.

Direct Services to Students

- Counsels approximately 80-100 students (1/3 counselor caseload).
- Enrolls and counsels all foreign exchange students and coordinates the annual flag exchange program.

Testing

- Supervises the administration of (does not administer) the PLAN, PSAT/ NMSQT, ACT, and SAT assessments.
- Supervises the administration of (does not administer), and prepares annual reports on, the Advanced Placement Examinations.
- Prepares and annual report on ACT, SAT and PSAT results.

Curriculum

- Serves as a consultant to curriculum development and other school committees.
- Directs the collection of student statistical data required for planning the educational program.
- Prepares and edits the annual EHS Course of Studies and Freshman Course of Studies booklets of course descriptions and related academic information.
- Oversees the preparation and submission of "Course Expectations" for each teacher/course, semi-annually.

Course Selection and Scheduling

- Administers registration and scheduling procedures for all new students.
- Organizes and administers annual course orientation, selection, and scheduling for current students.
- Coordinates the curriculum orientation, course selection, and visitations of 8th graders to the high school.
- Organizes and implements schedule change procedures for students, including schedule change arenas.
- Assists an Assistant Principal in the development of the master course schedule.
- Coordinates the opening of school procedures relating to student schedules.

Student Grading

- Coordinates the scheduling, processing, and mailing of academic grading - report cards, mid-term progress reports, and annual transcripts.
- Oversees the evaluation and interpretation of the educational progress of students.
- Prepares the quarterly honor roll.

Student Information Management

- Oversees the collection, maintenance, release, and destruction of student education records in accordance with the Family Educational Rights to Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), state law, and district policy.

A functional outline of the Guidance and Counseling Department "Program Components" follows:

School Counselor Job Components

- I. CONSULTATION - school counselors serve as consultants in order to share professional expertise with faculty, staff, administrators, parents, and other community members - within the confines of ethical and legal boundaries - for the benefit of students.
- II. COORDINATION AND REFERRAL - school counselors serve as coordinators to bring together people and resources in the school and the community for the fullest academic and personal development of students.
- III. COUNSELING - school counselors provide individual and group counseling services for the purpose of assisting in the development of students' academic, career, and social/emotional lives.
- IV. THE GUIDANCE CURRICULUM - school counselors teach students important information and skills needed for healthy educational and personal development and resiliency.
- V. STUDENT INFORMATION MANAGEMENT - school counselors and staff gather, evaluate, interpret, and disseminate information - within the confines of the laws of rights and privacy - to meet the needs of students, the school, and the community.
- VI. ACADEMIC ADVISING - by providing appropriate information and counseling, school counselors assist students to plan appropriate high school courses and extracurricular activities.
- VII. COLLEGE/CAREER COUNSELING - school counselors assist students to develop and implement post-secondary plans.
- VIII. PROFESSIONAL DEVELOPMENT - school counselors are responsible for the establishment, maintenance, and expansion of the knowledge, skills, and competencies which lead to their personal and professional growth and development.
- IX. PROGRAM MANAGEMENT - school counselors and the guidance director develop the processes and procedures for planning, implementing and evaluating a comprehensive program of guidance and counseling services .

SUPERVISION RECEIVED: Works under very general administrative direction, planning and implementing the activities of a department, program or other unit of major size or scope, in accordance with general organizational objectives. Usually receives no technical assistance from supervisor. Has regular meetings with supervisor on a monthly or quarterly basis regarding overall progress, direction, objectives of the program, with more frequent consultations regarding special problems or specific activities as necessary.

SUPERVISORY RESPONSIBILITIES: Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Supervises and evaluates school counselors and the Guidance and Counseling Department support staff. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Masters Degree in education or other appropriate discipline plus 7 years of counselor experience and 4 – 5 years leadership experience or 4 – 5 years of other relevant experience, or a combination of education and experience from which comparable knowledge and skills are acquired.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a 3-64 or 2-64 Endorsement (Level II preferred), plus a Supervisor (2-75 or 3-75) or Principal (2-91 or 3-91) endorsement.
- **Language Skills.** Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- **Mathematical Skills.** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- **Computer Skills and Experience.** Proficient with Microsoft Word and Excel. Ability to efficiently and effectively utilize the student database and email server.
- **Reasoning Ability/Mental Requirements.** Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	Frequency Code	Essential	Not Essential
SITTING	O-F	x	
STANDING	O-F	x	

WALKING	O-F		x	
SEEING	C		x	
HEARING	C		x	
TALKING	C		x	
DEXTERITY (hands/fingers)	F		x	
USE OF COMPUTERS AND EQUIPMENT	F		x	
LIFTING				
up to 10 lbs.	O		x	
10-25 lbs.	S		x	
25-50 lbs.	NA			x
50-100 lbs.	NA			x
100+ lbs.	NA			x
CARRYING				
up to 10 lbs.	O		x	
10-25 lbs.	S		x	
25-50 lbs.	NA			x
50-100 lbs.	NA			x
100+ lbs.	NA			x
BENDING/STOOPING	S			x
PUSHING/PULLING	S			x
TWISTING	S			x
CLIMBING	NA			x
BALANCING	NA			x
CROUCHING	NA			x
KNEELING	S			x
CRAWLING	NA			x
REACHING (i.e., overhead)	O		x	
HANDLING	O-F		x	
DRIVING	O		x	
REPETITIVE MOVEMENTS (hands, feet)	O		x	
MANAGING STRESS	O-F		x	
RESOLVING CONFLICTS	O-F		x	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	O
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	O
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	S
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	O
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

.....
This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.