

Chittenden Central Supervisory Union Job Description

| | |
|---------------------|---------------------------|
| JOB TITLE: | School Counselor K-8 |
| FLSA STATUS: | Exempt |
| UPDATED: | February 10, 2004 - Draft |

POSITION OBJECTIVE(S): The primary goal of the School Counselor is to promote and enhance student learning through academic development, career development and personal/social development. The school counselor utilizes a variety of strategies, activities, delivery methods and resources to promote the desired student development.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Include the following. Other duties may be assigned.

- Implement effective classroom guidance focusing on understanding of self and others; coping strategies; peer relationships and effective social skills; communication, problem-solving, decision-making, conflict resolution, and study skills; career awareness and the world of work; substance education; and multicultural awareness.
- Provide individual and small group counseling dealing with self-image and self-esteem, personal adjustment, family issues, interpersonal concerns, academic development, and behavior modification, as well as peer facilitation and peer mediation.
- Provide assessment by helping students identify their skills, abilities, achievements, and interests through counseling and guidance activities, and interpretation of standardized tests.
- Work with specialized populations and needs that require special attention, such as culturally diverse populations and students with varying abilities.
- Develop students' career awareness as a lifelong process of forming basic values, attitudes, and interests regarding their future world of work.
- Coordinate school, community and business resources, school wide guidance-related activities, and extracurricular programs, which promote students' personal growth and skill development.
- Provide consultation with teachers, administrators, school psychologists, school social workers, and outside agencies and social services concerning the welfare of the students.
- Make appropriate referrals for special services for students and families within the school and community.
- Communicate and exchange information with parents/guardians by way of conferences, parent education workshops, and newsletters.
- Participate as members of the school improvement and interdisciplinary teams.
- Provide consultation services to teachers and provide staff inservice.
- Serve on school and community committees addressing the needs of young people.
- Aids students in course and subject selection.
- Works to discover and develop special abilities of students.
- Works to resolve students' educational handicaps.
- Maintains student records and protects their confidentiality. Initiates, assembles, maintains, and interprets accurate health records, attendance records, cumulative progress records, activity records, and uniform transcript records for assigned students.
- Provide career guidance and information to students and parents.
- Maintain an up-to-date library of career and post secondary school information. Network with post-secondary schools.
- School wide master scheduling and individual student scheduling.
- Assists in coordinating and administering annual school wide assessments.

SUPERVISION RECEIVED: Reports to and receives general administrative direction from the Department Director or by the School Principal.

SUPERVISORY RESPONSIBILITIES:

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. A master's degree with a concentration in guidance or its equivalent. Ability to communicate and work effectively and respectfully with students, faculty/staff, parents, administrators and the community required. Knowledge of the Basic Program Components of Vermont Guidance Services K-12, issued by the State Department of Education. Meets the American School Counselor Association's National Standards for School Counselors.

Certifications and Licenses. Holds a Vermont Professional Educator's license with Guidance Counselor endorsement (3-64). Holds the appropriate endorsement(s) and meets all the basic competencies and qualifications of the endorsement(s) as listed in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.¹

Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to school/district standards or regulations. Ability to effectively present information to and respond to questions from students, administrators, parents, peers, board members and the general public.

Mathematical/Reasoning Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills and Experience. Good basic computer skills and experience with word & database programs required. Experience with Microsoft Office helpful.

Communication & Interpersonal Skills. Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

Under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

.....
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.

ⁱ May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>