

Job Title:	COUNSELOR
Reports to:	Principal
Dept./School:	Assigned Campus
Wage/Hour Status:	Exempt
Date Revised:	July 15, 2024

Primary Purpose

Plan, implement, and evaluate a comprehensive school counseling program at assigned campus. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students. Deliver guidance curriculum in various group sizes. Educate students of skills necessary to address troublesome circumstances, support students in challenging situations, and assist students with needed resources to navigate crisis situations.

QUALIFICATIONS

Education/Certification

Master's degree in guidance counseling
Valid Texas counseling certificate

Special Knowledge/Skills

Knowledge of counseling procedures, student appraisal, and career development
Excellent organizational, communication, and interpersonal skills
Ability to instruct students and manage their behavior
Ability to present information in one-on-one, small group, and large group situations to students, parents or guardians, and district staff

Experience

Two years teaching experience

MAJOR RESPONSIBILITIES AND DUTIES

Guidance Curriculum

1. Plan, organize, implement, and deliver structured group lessons according to the district's guidance curriculum including the Del Rio Cares Curriculum, to improve students' interpersonal and intrapersonal effectiveness, personal health and safety, post-secondary planning and readiness, and other developmental needs.
2. Teach the school guidance curriculum components through the use of effective instructional strategies and planned structured groups considering diverse student populations and needs for differentiated instruction.
3. Work with students, staff, parents or guardians, and the community to identify priorities where students will be served through the guidance curriculum component. Collaborate across curricular areas to integrate guidance lessons into content area curriculum.
4. Create a balanced curriculum by using well-planned and intentional activities and materials, incorporating guest speakers, and offering engaging delivery techniques, including technology tools.

Responsive Services

5. Use accepted theories and effective techniques of developmental guidance to respond to problematic or critical incidents to support students and offer services in time of need.
6. Use preventive activities to remove barriers that interfere with a student's educational, career, personal, and social development.

7. Implement remediation practices to assist students in coping with problem situations or unwise choices. Identify precipitating and antecedent factors, effective and ineffective approaches to dealing with the circumstances, and provide feedback to guide future decisions.
8. Use specialized skills to support students in crisis situations requiring immediate response. Maintain a healthy and safe school environment by collaborating with district staff, parents or guardians, and local officials.
9. Provide continued support to students in need through individual counseling, small group counseling, consultation, or referral to services outside the school or district.
10. Serve as an impartial, non-reporting resource for interpersonal conflicts and discourse involving two or more students, including accusations of bullying.
11. Provide training to faculty, staff, and students on recognizing signs of emotional, physical, and sexual abuse; suicidal ideation; harassment/bullying; and teen dating violence, as well as the legal requirements for reporting the abuse to appropriate authorities.
12. Present and document classroom guidance lessons for all grade levels PK through 8th related to academic, personal and social/emotional issues, e.g. character education (Del Rio Cares lessons).

Individual Planning and Consultation

13. Create school counseling services that are developmental and age appropriate and provide information or literature that highlights related topics to students, teachers, and administrators.
14. Assist individual students and their parents or guardians in monitoring their academic, career, personal, and social development as they progress in school.
15. Act as a student advocate, leader, collaborator, and systems change agent. Advocate for a school environment that acknowledges and respects diversity and ensures equitable access and placement in courses and programs for minority, disenfranchised, homeless, and other special populations.
16. Coordinate with school and community agencies to assist students and parents with additional counseling, mental health services, and other relevant resources.
17. Interpret standardized test results, offer career development activities, provide strategies for grade level transitions, and guide students in individual goal setting and planning including creating and reviewing personal graduation plans and providing information about post-secondary opportunities.
18. Participate actively in the process for referral of students to school/district special programs and/or services.
19. Participate in student ARDs, Section 504, Manifestation ARDs, LPAC, and IGC meetings as needed.
20. Maintain the confidentiality of student assessments and other relevant student data.

System Support

21. Collect, summarize, and interpret testing data to plan, create interventions, guide students, and address specific student needs.
22. Conduct an annual program audit to inform accountability, action plans, time management, and systemic change.
23. Participate in campus-based school improvement planning and goal setting activities.
24. Provide parent or guardian and staff training and consultation to foster student educational, career, personal, and social development.

25. Plan and align collaboratively with elementary and middle school counselors regarding the transition from PK to elementary and elementary to middle school to meet the academic, emotional and social needs of all students.
26. Plan, organize, and facilitate Career Fairs aimed at informing students and parents about future careers and the various Career and Technical Education (CTE) pathways the District has to offer.
27. Clearly articulate and communicate the counseling program's management system and related program action plans to campus and district staff, parents or guardians, and the community.
28. Participate in staff development and continuing education opportunities to improve job-related skills and research to identify best practices in implementing a comprehensive school counseling program.

Other Related Duties

29. Compile, maintain, and file all reports, records, and other documents.
30. Comply with policies established by federal and state law, State Board of Education rule, and board policy. Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.
31. Comply with all district and campus routines and regulations.
32. Maintain positive working relationships with other counselors, teachers and district staff.
33. Maintain a positive and effective relationship with supervisors.
34. Maintain a positive and professional relationship with students.
35. Follow district safety protocols.

Supervisory Responsibilities

36. Supervise assigned counseling aide(s) and administrative assistant (s).

WORKING CONDITIONS

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: Work inside, may work outside

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: _____ **Date:** _____

Approved by: _____ **Date:** _____