

**SOUTH EUCLID LYNDHURST BOARD OF EDUCATION
JOB DESCRIPTION**

Position: School Counselor

Reports to: Building Principal/Assistant Superintendent or Designee

Employment Status: K-3 Regular/Part-time (60%/Daily/5 days)/6 additional days, summer (June & August)
K-12 Regular/Full-time (100% Daily/5 days)/10 additional days, summer (June & August)

FLSA Status: SELTA

Description: **School Counselors** follow the American School Counselor Association (ASCA) model framework in the implementation of the comprehensive school counseling program in the South Euclid Lyndhurst School District. School counselors have a minimum of a master's degree in school counseling, meet the state certification/ licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management, and accountability.

NOTE: The below lists are not ranked in order of importance. All information below applies to the two (2) above position categories. **The position distinction is noted in the area of Delivery; K-3 Regular/Part-time positions include Indirect Services; K-12 Regular/Full-time positions include Indirect and Direct Services.**

Essential Functions:

- individual student academic program planning
- interpreting cognitive, aptitude, and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs, and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams, and school attendance review boards
- analyzing disaggregated data
- development, review, and maintenance of Section 504 Plans

Required Knowledge, Skills, and Abilities:

Foundation

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies, and are delivered with identified professional competencies.

Management

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated, and reflective of the school's needs.

Accountability

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

Delivery

School counselors provide services to students, parents, school staff, and the community:

K-3 Part-Time School Counselors (60% Daily/5 Days)

Indirect Services for Students – Indirect services are provided on behalf of students as a result of the school counselors’ interactions with others including referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators, and community organizations.

Referrals

- Understands how to make referrals to appropriate professionals when necessary
- Compiles referral resources to utilize with students, staff, and families to effectively address issues
- Develops a list of community agencies and service providers for student referrals

Consultation

- Shares strategies that support student achievement with parents, teachers, other educators, and community organizations
- Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

Collaboration

- Partners with parents, teachers, administrators, and education stakeholders for student achievement and success
- Conducts in-service training or workshops for other stakeholders to share school counseling expertise
- Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

K-12 Full-Time School Counselors (100% Daily/5 Days)

Indirect Services for Students above listed.

Direct Services with Students – Direct services are in-person interactions between school counselors and students.

School Counseling Core Curriculum

- Implements the school counseling core curriculum
- Identifies appropriate curriculum aligned to ASCA Student Standards
- Develops and presents a developmental school counseling core curriculum addressing all students’ needs based on student data
- Demonstrates classroom management and instructional skills
- Develops materials and instructional strategies to meet student needs and school goals
- Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum
- Knows, understands, and uses a variety of technology in the delivery of school counseling core curriculum activities
- Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
- Understands and is able to build effective, high-quality peer helper programs

Individual Student Planning

- Facilitates individual student planning
- Understands individual student planning as a component of a comprehensive program
- Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning
- Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
- Understands career opportunities, labor market trends, and global economics and uses various career assessment techniques to help students understand their abilities and career interests
- Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- Understands the relationship of academic performance to the world of work, family life, and community service
- Understands methods for helping students monitor and direct their own learning and personal/social and career development

Responsive Services

- Provides responsive services
- Lists and describes interventions used in responsive services, such as individual/ small-group counseling and crisis response
- Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling, and family systems
- Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress, and critical change
- Understands what defines a crisis, the appropriate response, and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response
- Provides team leadership to the school and community in a crisis
- Involves appropriate school and community professionals as well as the family in a crisis situation
- Understands the nature of academic, career, and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family, and substance abuse counseling, within a continuum of care
- Understands the role of the school counselor and the school counseling program in the school crisis plan

Qualifications:

- Master's degree from an accredited college or university
- Appropriate State of Ohio certifications/license in School Counseling
- Such alternatives to the above qualifications as the Superintendent and/or Board of Education may find appropriate

Other Duties and Responsibilities:

- Ability to work effectively with others
- Ability to communicate ideas and directives clearly and effectively both orally and in writing
- Effective, active listening skills
- Organizational and problem-solving skills
- Ability to operate various office equipment
- Knowledge of special education services
- Computer/word processing skills
- Participate in intervention assistance team meetings
- Maintain and improve professional competence by attending professional seminars, workshops, etc. to keep current on relevant issues
- Perform other duties as assigned by the Director of Pupil Services/Superintendent or designee

Equipment Operated:

- Computer
- Multifunctional /printer/scanner/copier

- Electronic communication device/PDA
- Standardized and criterion-referenced tests and survey checklists for individualized assessment
- TV
- DVD player

Additional Working Conditions:

- Occasional evening work per SELTA contract
- Occasional exposure to blood, bodily fluids, and tissue
- Occasional interaction with unruly students
- Frequent repetitive hand motion, e.g. computer keyboard, calculator, writing
- Frequent requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, climb, and stoop
- Occasional travel, e.g., attending workshops outside of the district
- Occasional operation of a vehicle in inclement weather conditions, i.e., being prepared to work on all scheduled school days
- Occasionally lift, carry, push, and pull various items up to a maximum of 25 pounds

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor/designee.

Superintendent or designee

Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

Signature

Date

4/2022