

# Lincoln Parish Schools

## Job Description

<b>TITLE:</b>	School Counselor <i>(revised for COMPASS – Aug. 2012)</i>
<b>QUALIFICATIONS:</b>	Certified in Guidance and Counseling
<b>REPORTS TO:</b>	Principal
<b>Supervises:</b>	None
<b>JOB GOAL:</b>	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.

### **PERFORMANCE RESPONSIBILITIES:**

#### Individual Student Planning

1. Uses school and student-level data to identify needs and helps students plan for their future in academics, career choice, and personal/social development
2. Works with students analyzing and evaluating students' abilities, interest, skills, and achievement and uses test information and other data as the basis for helping students develop immediate and long-range plans
3. Meets with students yearly to develop and revise students' academic plans
4. Provides accurate and timely information to parents and stakeholders about options for students
5. Advises students using person/social, educational, career, and labor market information in planning personal, educational, and occupational goals
6. Develops individual student plans which include specific actions and next steps for the student to move toward goals and develop planning skills
7. Involves students, parents or guardians, and the school in planning programs that meet students' needs

#### System Support

1. Tailors the school counseling program to the unique context and needs of the school, remains engaged in the most current development in their field, teams with others at the school and district levels to better identify and address contextual needs, and remains actively engaged as a professional in the school community
2. Is involved regularly in updating and sharing professional knowledge and skills through in-service training, professional association membership, and/or post-graduate education
3. Consults with teachers, staff members, and parent or guardians regularly in order to provide information, to support the school community, and to receive feedback on the emerging needs of students
4. Analyzes student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes, and discover gaps that exist between different groups of students that need to be addressed
5. Creates support services collaboratively with administrators
6. Provides relevant professional development to staff regarding the school counseling program
7. Seeks out professional development opportunities that address the needs of the school
8. Serves on departmental curriculum committees, district-level subject councils, community committees, or advisory councils
9. Uses data to advocate for systematic change to reduce barriers to student learning

#### Responsive Services

1. Counsels individual students and small groups of students with identified needs and concerns and, when appropriate, makes referrals to longer-term or professional therapeutic services
2. Consults effectively with parents or guardians, teachers, administrators, and other relevant individuals
3. Develops and communicates an efficient referral process and implements it effectively with administrators, teachers, and other school personnel
4. Makes students and faculty aware of procedures to initiate responsive services for themselves or other students.
5. Serves as a student advocate by consulting with parents or guardians, teachers, other educators, and community agencies regarding strategies to help students and families
6. Provides crisis counseling, which includes prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations, and when necessary, referrals are made to appropriate community resources

7. Uses referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties
8. Facilitates peer mediation, including training students as peer mediators, conflict managers, tutors, and mentors.

#### School Counseling Curriculum

1. School counseling curriculum for all three domains has been written and adopted based on local site needs
2. All students have opportunities to engage with the school counseling curriculum at acquire knowledge, attitudes, and skills to enhance their academic, career, and personal/social development
3. Curriculum success is regularly measured through tests, and effectiveness of the curriculum is evaluated annually.
4. Materials, equipment, and facilities are available to support the program delivery
5. The school counseling curriculum has been present to and accepted by administration, counselors, and the school counseling advisory council
6. Provides systematic instruction in the data-driven school counseling curriculum
7. Collaborates with other educators to deliver elements of the curriculum through infusion in other classroom disciplines
8. Conducts planned small group activities outside the classroom to respond to students identified needs or interest.
9. Plans and delivers workshops and information sessions aligned with the school counseling curriculum for parents and guardians

#### **PROFESSIONAL RESPONSIBILITIES**

1. Performs any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed
2. Completes and returns all forms, reports, evaluation documents, etc. by required dates
3. Remains open to suggestions and innovative ideas
4. Exerts every effort to constructively involve parents in the school
5. Communicates appropriately and works effectively with all populations
6. Exhibits desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
7. Follows the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.

**TERMS OF EMPLOYMENT:** Ten (10) or Eleven (11) months

**EVALUATION:** Performance in this position will be evaluated annually in accordance with the Board's policy by the site principal

**SALARY RANGE:** See Lincoln Parish Teacher Salary Schedule

*While the operation of the Lincoln 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 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.*