



COUNSELOR

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Counselors assigned to this position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary

Works with principal in carrying out school's guidance and counseling program. As a professional educator with a mental health perspective, understands and responds to challenges presented by today's diverse student population. Provides proactive leadership to engage all stakeholders in delivery of programs and services to support students' academic achievement, career preparation, personal and social development. May be assigned at elementary, middle or high school level.

Part II: Supervision and Controls over the Work

Works with a high level of independence and professional discretion under general supervision of designated school administrator. Work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

Part III: Major Duties and Responsibilities

1. Implements district's counseling and intervention program and serves as a resource for building staff, administrators, and parents in working with students, creating a positive school climate, and helping students develop a positive self-concept. Consults with district administration and building staff with respect to development of curriculum to meet identified needs of students. Participates or leads development of positive behavior support systems and development of intervention strategies.
2. At elementary level, provides for early identification and intervention of students' academic and personal/social needs to help remove barriers to learning, promote academic achievement, and create a foundation for future success.

3. At middle school level, provides a comprehensive developmental school counseling program to create a supportive climate and atmosphere whereby young adolescents can cope with the passage from childhood to adolescence and achieve academic success. Helps students explore a variety of interests; connect their learning in the classroom to its practical application in life and work; adjust to high levels of activity coupled with frequent fatigue due to rapid growth; search for their own unique identity as they begin turning more frequently to peers for ideas and affirmation.
4. At the high school level, assists students in final transition into adulthood and the world of work as students are beginning to separate from parents and explore and define their independence. Helps students evaluate their strengths, skills and abilities, explore career choices, and develop decision making skills. Provides programs and support to students as they face increased pressures regarding high risk behaviors. Enhances learning process and promotes academic achievement by helping students acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community.
5. Provides school orientation to new students and plans for and assists students in grade level transition. Develops and manages both school and individual student schedules. Determines student placement and, at secondary level, guides students in course selection. Coordinates the process for identification of students with educational handicaps and reports these to the appropriate district personnel. Provides academic, vocational, and personal counseling to students. Assists students at secondary level in post-secondary planning and application and portfolio processes.
6. Works directly with students to help them learn how to manage themselves, improve study and test-taking skills, organize information, make decisions, and deal with change. Guides and assists students in peer relationships and in developing effective coping skills necessary to refuse participation in substance abuse, physical violence, or other at-risk behaviors. Provides individual and small-group counseling to support peer mediation and crisis intervention.
7. Coordinates effort necessary for referral of families to special in-district and out-of-district services. Assists with staff training, including training in identification of high-risk youth and effective interaction with those students in the school setting. Provides referrals for students and their families related to use, misuse and abuse of drugs, alcohol and tobacco.
8. Makes class and community presentations in such areas as study skills, goal setting, career awareness and the world of work, substance abuse education, parenting, school-to-work, and multicultural/diversity awareness.
9. Coordinates or assists in school's standardized testing program and interprets test results to teachers, students, and parents.



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10. Initiates and maintains adequate student and office records and school data basis for coordination of student's total program.

Perform other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a master's degree in school counseling and required state certification as an educational staff associate in counseling.
3. Demonstrated ability to apply and use effectively a variety of personal and family counseling models.
4. Skills and ability to serve as an educational leader including the ability to plan, organize, and facilitate staff meetings, planning processes, and cultural community projects and events.
5. Strong assessment, analytical and diagnostic skills.

Part V: Desired Qualifications

1. Bilingual skills.
2. Successful experience at the level of assignment.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that must be met by employee to successfully perform the essential functions of job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Frequently required to sit, talk, move about, hear and speak.

Must routinely lift and carry materials weighing up to 50 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

Occasionally works in outside weather conditions. Occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. May be exposed to blood or



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other potentially infectious materials during course of duties. Noise level in work environment is usually moderate but can be loud on occasion. May be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels, may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

May be required to travel on school owned or leased vehicles while supervising and assisting students.