

Jordan School District  
**LICENSED JOB DESCRIPTION**

Job Title: **School Counselor Elementary (485)** FLSA Classification: Exempt  
 Department / Location: Schools Contract: 187  
 Supervisor's Title: Principal Evaluation Type: Counselor  
 Original date: 06/18 Revised: 02/21 Revised: 4/22 Revised: 05/22

**GENERAL FUNCTION**

Under the direction of the school principal, the **Elementary School Counselor** helps students make decisions that affect their social, emotional, and academic development. Counselors meet with students individually, in group sessions, or whole-class instruction, and collaborate with teachers, administrators, school psychologists, school social workers, school nurses, parents, and community groups to promote the success of each student. Provide Tier I, II & III supports, responsive services, interventions, and instruction for students individually, in small groups, and/or in classroom lessons to address conflict, behavior, prevention, preparedness, and social emotional learning. The Elementary School Counselor also helps students transition from elementary to secondary schools and implements a Comprehensive School Counselor Program using data and ongoing program evaluation to ensure student and school social, emotional, and academic needs are met.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

**ESSENTIAL FUNCTIONS**

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
  - Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).
- 
- Assess student needs using multiple sources of data for the purpose of developing and implementing individualized plans of services to support, social, emotional, and academic objectives.
  - Function as a member of the School Mental Health Team (SMHT) and Special Education team and attend team, Individual Education Plan (IEP) meetings, and others as needed and/or directed by the LEA.
  - Counsel students, on an individual or group basis, for the purpose of assisting with intervention and support with behavior, school progress, and/or mental or physical disabilities or other identified needs or concerns.
  - Consult with parents, teachers, and other school personnel for the purpose of determining causes of, and solutions for, student problems and concerns. Provide Tier I, II & III supports and interventions.
  - Coordinate activities with the school administration, as well as a variety of outside service agencies, school sites, etc. (e.g. mental health, medical, etc.) for the purpose of providing referrals or services for families and/or students.
  - Assist in the development and implementation of classroom management and mental health programs and interventions designed to provide appropriate educational opportunities for all students.
  - Cooperate with educators and support personnel in scheduling students for services.
  - Log student contact, meetings and parent meetings and contacts daily in the Skyward system in Guidance Notes.
  - Maintain a variety of electronic and print case records for the purpose of documenting activities and complying with mandated requirements.
  - Provide in-service and materials to parents, educators and other team members related to behavior and/or mental health issues.

- May be expected to provide support for individual (Tier III—LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:
  - Physical Guidance—Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or others, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of an individual to move their arms, legs, body, or head.
  - Physical Restraint—Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body, or head.
- Coordinate the completion of Functional Behavior Assessments (FBA's) and development of Behavior Intervention Plans (BIP's).
- Implement developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- Assist all students, individually or in groups, with developing academic and personal/social skills/behavioral goals and plans. Provide counseling for students with identified concerns and needs.
- Respond to requests for intervention in situations that could negatively impact the student's education plan for the purpose of addressing student needs and changing unproductive behavior.
- Collaborate with parents/guardians and educators to assist students with educational planning.
- Consult and collaborate effectively with parents/guardians, teachers, administrators, and other educational and community resources to assist students with identified concerns and needs.
- Implement an effective referral and follow-up process for mental health, behavioral or academic interventions and transitions. Act as a liaison between school and outside agencies to meet academic, mental, and physical health needs of students.
- Accurately and appropriately use Needs Assessment procedures for determining and structuring individual and group counseling services.
- Accurately and appropriately gather, maintain, interpret, and utilize the Utah School Counseling Program and student data. Assist teachers, parents/guardians and other stakeholders in interpreting and understanding program and student data.
- Use available technology resources to enhance the school counseling program such as websites, interest surveys and links to community resources.
- Work with the administration to create, coordinate and implement student orientation and transition programs for incoming and outgoing students.
- May conduct annual reviews, implement and monitor Section 504 plans as needed or assigned.
- May conduct parent education classes and related services in cooperation with the Jordan Family Education Center.
- Promote and support students and school goals in attaining ASCA National Standards for School Counseling Programs.
- Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Required to travel to District schools or other locations using own transportation.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical, and positive manner.
- Attend and participate in faculty/department and District meetings as required.
- Participate in a reasonable number of faculty committees as assigned.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all laws, procedures and District policies and complete the annual crucial policy review.
- Supervise and maintain records and required information (including obtaining and forwarding records) in a secure location. Maintain confidentiality of all student information.
- While performing the duties of the job, the counselor is regularly required to speak and/or hear. The employee is frequently required to sit; stand or walk; reach with hands and arms and stoop, kneel

or crouch. The counselor is occasionally required to use hands to handle or feel and must occasionally climb and balance.

- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.
- Visual abilities to see and supervise students.
- Adhere to contract time. Requires daily attendance at assigned work location.
- Other duties and responsibilities as assigned by the principal/administrator.

- | Occasional (0-33%)   | Frequent (34-66%) | Constant (67-100%) |
|--|-------------------|--------------------|
| <ul style="list-style-type: none"> <li>• Physical ability to perform the essential functions listed above with or without a reasonable accommodation.</li> <li>• Possess the physical, mental, and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.</li> </ul> |                   |                    |

NOTE: This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.

### **QUALIFICATION REQUIREMENTS**

- Requires compliance with USBE state license requirements.
- Requires a Master's Degree in School Counseling, Social Work, School Psychology or other related field from an accredited college or university.
- Requires strong oral and written communication skills with students, parents, and staff.
- Requires strong computer and educational technological skills.
- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to implement effective counseling strategies.
- Requires the ability to create and engage students in collaborative classroom instruction in small groups to large assemblies.
- Requires the ability to establish and maintain a positive learning environment.
- Requires the ability to calmly handle crisis issues.
- Requires the ability to establish and maintain effective working relationships with students, parents, school staff, District staff, and patrons.
- Requires the ability to manage confidential and legally sensitive situations.
- Requires the ability to work as a member of a team, as well as the ability to work independently with little direct supervision.
- Requires ability to travel to multiple locations using own transportation.
- Knowledge of State Core Curriculum and Board of Education adopted guidelines.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

### **Machines, Tools & Equipment Used:**

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.