

Jordan School District  
**LICENSED JOB DESCRIPTION**

Job Title: **School Counselor Secondary (480)** FLSA Classification: Exempt  
 Department / Location: Secondary Schools Contract: Various  
 Supervisor's Title: Principal Evaluation Type: Counselors  
 Original date: 11/84 Revised: 07/94 Revised: 04/11 Revised: 03/15 Revised: 05/21  
 Revised: 4/22 Revised: \_\_\_\_\_ Revised: \_\_\_\_\_ Revised: \_\_\_\_\_ Revised: \_\_\_\_\_

### **GENERAL FUNCTION**

Under the direction of the school principal, the **Secondary 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. Counselors help students develop plans for College and Career Readiness. This includes: helping students with course selection, evaluating progress towards graduation, exploring post-secondary options and submitting admission, scholarship and financial aid applications. Counselors also provide Tier I & II supports, responsive services, interventions, guidance curriculum, and system support to address student needs and meet College and Career Readiness School Counseling Program goals. Counselors use data and ongoing program evaluation to ensure that student social, emotional and academic needs and school goals 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.
- 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.
- Log student contact, meetings and parent meetings and contacts daily in the Skyward system in Guidance Notes.
- Discuss the comprehensive school counseling program and plans with the school administration. Provide information to staff related to the counseling program.
- Provide direct services 85% of time through Collaborative Classroom Instruction, Individual Student Planning for College and Career Readiness, and Responsive Services for Dropout Prevention and the remaining 15% in Systemic Program Management, Advocacy and Outreach.
- Implement developmentally appropriate prevention and intervention-oriented group activities to meet student needs and school goals.
- Assist all students, individually or in groups, with developing academic, career and personal/social skills/behavioral goals and plans. Provide counseling for students with identified concerns and needs. Provide Tier I & II supports and interventions.

- Provide in-service and materials to parents, educators and other team members related to behavior and/or mental health issues.
- Consult and collaborate effectively with parents/guardians, teachers, administrators and other educational/community resources to assist students with educational and career planning or 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. May act as a liaison between school and outside agencies to meet mental health needs of students.
- Coordinate the completion of Functional Behavior Assessments (FBA's) and development of Behavior Intervention Plans (BIP's).
- Accurately and appropriately use Needs Assessment procedures for determining and structuring individual and group counseling services.
- Accurately and appropriately gather, maintain, interpret and utilize School Counseling program and student data. Assist teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
- Use available technology resources to enhance the school counseling program such as websites, needs assessments, interest surveys, career explorations and links to community resources.
- Work with the LEA to create, coordinate and implement student orientation programs for incoming students.
- Supervise all aspects of student records including obtaining and forwarding academic records, academic testing and others maintained by counseling personnel.
- May conduct annual reviews and monitor Section 504 plans as needed and assigned by the LEA.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- May conduct parent education classes in cooperation with the Jordan Family Educational Center.
- Promote and support students 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.
- 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 meetings as required.
- Participate in a reasonable number of faculty committees as requested.
- 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.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Adhere to contract time. Requires daily attendance at assigned work location.
- While performing the duties of this 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 or 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.
- Other duties and responsibilities as assigned by the principal/administrator.

- Occasional (0-33%)    Frequent (34-66%)    Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- 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.

**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 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 implement collaborative classroom instruction.
- Requires the ability to create and engage students through guidance curriculum in settings from small groups to large assemblies.
- Must be able to work under pressure of time constraints and deadlines.
- 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 work as a member of a team as well as the ability to work independently with little direct supervision.
- Requires knowledge of State Core Curriculum, state and local Board of Education adopted guidelines and American School Counseling Association standards.
- Requires the ability to adapt readily to change on an ongoing basis.
- Requires knowledge and ability to assist schools in special requests regarding behavior or academic needs.
- 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.