

K-12 Guidance Counselor

- QUALIFICATIONS:**
1. Teaching License
 2. Master's Degree in Guidance and Counseling

REPORTS TO: Building Principal

JOB GOAL: As a member of the district counseling staff, the counselor is to provide a comprehensive counseling program for K-12 students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students; and provide support to other school educational programs.

PERFORMANCE RESPONSIBILITIES:

1. Regular attendance and punctuality are essential functions of the job.
2. Implement the counseling program curriculum;
3. Guide and counsel groups and individual students through the development of educational and career plans;
4. Counsel small groups and individual students with problems;
5. Consult and collaborate with teachers, staff, and parents in understanding and meeting the developmental needs of students;
6. Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies;
7. Participate in activities which contribute to the effective operation of the school;
8. Plan, evaluate, and revise the counseling program; and
9. Pursue professional growth.

LEVELS OF RESPONSIBILITY:

HIGH SCHOOL LEVEL

1. *Implement the high school counseling program curriculum:* Conduct counseling learning activities in the classroom for each grade level during the year in collaboration with the teaching staff; consult with and be a resource to teachers to facilitate the infusion of counseling content into the regular education curriculum.
2. *Guide and counsel groups and individual students through the development of educational and career plans:* Collaborate with middle school personnel to assist students in making a smooth transition to high school; provide orientation activities for incoming students and their parents; inform students and parents of test results and their implications for educational and career planning; guide students in updating their "High School Four Year Plans", plan and coordinate the registration of students; guide seniors to help them develop and implement appropriate steps regarding their post-high school educational and/or career plans; coordinate career assessments and interpret results to students to assist in their career and educational planning; guide all students to develop career/educational plans through the teaching and/or supervision of career development activities; provide for the systematic and efficient dissemination of current, accurate information needed by students and/or parents as they develop their educational or career plans; provide individual assistance to students regarding personal, social, educational, and career issues and plans.
3. *Counsel small groups and individual students with problems:* Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students; topics at the

high school level may include self-concept, academic problems, school adjustment, peer relationships, family issues, behavior problems, substance abuse, suicide intervention and prevention, death/grief, and sexuality issues.

4. *Consult and collaborate with teachers, staff, and parents in understanding and meeting the developmental needs of students:* Participate in staffings and team meetings; plan and conduct staff development programs and activities; facilitate conferences with teachers and/or parents and/or students; plan and conduct parent education programs; assist families with school-related problems and issues; write articles for newsletters and other publications.
5. *Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies:* Consult and collaborate with in-district specialists such as school psychologists, social workers, and nurses; consult with and refer to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. *Participate in activities which contribute to the effective operation of the school:* Cooperate and collaborate with other professionals in enhancing the education of students; establish and maintain effective relationships with instructional departments and administrators; cooperate with other school personnel in placing students with special needs in appropriate programs; act as an advocate for individual students and groups of students as system decisions are made; interpret group test results to faculty and administration for use in enhancing instruction; communicate with administrators, teachers and staff, students, parents, and the community regarding the counseling program and its role in the educational program; participate in the implementation of the district assessment program.
7. *Plan, evaluate, and revise the counseling program:* Review the counseling program annually with the counseling department staff and counseling program advisory committee; communicate regularly with other district counseling staff to establish and maintain a sequential, developmental counseling program; identify student needs periodically and use the results for program planning; establish a planning calendar for counseling program activities; evaluate the counseling program and counseling learning activities.
8. *Pursue professional growth:* Attend local, state, and national staff development programs; join professional counseling associations; attend local, state, and national workshops and conferences sponsored by professional organization; read professional journals; complete post graduate courses.

MIDDLE SCHOOL LEVEL

1. *Implement the middle school counseling program curriculum:* Conduct developmental counseling learning activities in the classroom in collaboration with the teaching staff; consult with and be a resource to teachers to facilitate the infusion of counseling content into the regular education curriculum.
2. *Guide and counsel groups and individual students through the development of educational and career plans:* Collaborate with elementary and high school personnel to assist students in making a smooth transition from elementary school and to high school; provide orientation activities for incoming students and their parents; guide eighth graders in the development of their "High School Four Year Plans". inform students and parents of test results and their implications for educational and career planning; coordinate career interest assessment and interpretation of results; coordinate registration/enrollment of middle school students; coordinate the implementation of developmental personal, social, education, and career learning activities; provide individual assistance to students regarding personal, social, educational, and career issues.

3. *Counsel small groups and individual students with problems:* Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students; topics at the middle school may include school adjustment and success; self-identity/awareness, peer relationships, family issues, behavior problems, substance abuse, suicide prevention and intervention, death/grief, and sexuality issues.
4. *Consult and collaborate with teachers, staff, and parents in understanding and meeting the developmental needs of students:* Participate in staffings and team meetings; plan and conduct staff development programs and activities; facilitate conferences with teachers and/or parents and/or students; plan and conduct parent education programs; assist families with school-related problems and issues; write articles for newsletters and other publications.
5. *Refer student with problems and their parents to appropriate specialists, special programs, or outside agencies:* Consult and collaborate with in-district specialists such as school psychologists, social workers, and nurses; consult with and refer to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. *Participate in activities which contribute to the effective operation of the school:* Cooperate and collaborate with other professionals in enhancing the education of students; establish and maintain effective relationships with grade levels or departments and administrators; cooperate with other school personnel in placing students with special needs in appropriate programs; act as an advocate for individual students and groups of students as system decisions are made; interpret group test results to faculty and administration for use in enhancing instruction; communicate with administrators, teachers and staff, students, parents, and the community regarding the counseling program and its role in the educational program; participate in the implementation of the district assessment program.
7. *Plan, evaluate, and revise the counseling program:* Review the counseling program annually with the counseling department staff and counseling program advisory committee; communicate regularly with other district counseling staff to establish and maintain a sequential, developmental counseling program; identify student needs periodically and use the results for program planning; establish a planning calendar for counseling program activities; evaluate the counseling program and counseling learning activities.
8. *Pursue professional growth:* Attend local, state, and national staff development programs; join professional counseling associations; attend local, state, and national workshops and conferences sponsored by professional organization; read professional journals; complete post graduate courses.

ELEMENTARY SCHOOL

1. *Implement the elementary school counseling program curriculum:* Conduct developmental counseling learning activities in each teacher's classroom and/or systematically conduct developmental counseling activities for each grade level during the year in collaboration with the teaching staff; consult with and be a resource to teachers to facilitate the infusion of counseling content into the regular education curriculum.
2. *Guide and counsel groups and individual students through the development of personal, social, educational and career plans:* Collaborate with middle school personnel to assist students in making a smooth transition from elementary school to middle school; provide orientation activities for incoming students and their parents; inform students and parents of test results and their implications

for educational planning; provide resources and coordinate the implementation of developmental personal, social, educational, and career learning activities; provide individual assistance to students regarding personal, social, educational, and career issues.

3. *Counsel small groups and individual students with problems:* Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals and groups of students; topics at the elementary level may include school adjustment, self-awareness, success, identity, peer relationships, family issues, behavior problems, substance abuse, and death/grief.
4. *Consult and collaborate with teachers, staff, and parents in understanding and meeting the developmental needs of students:* Participate in staffings and team meetings; plan and conduct staff development programs and activities; facilitate conferences with teachers and/pr parents and/or students; plan and conduct parent education programs; assist families with school-related problems and issues; write articles for newsletters and other publications.
5. *Refer students with problems and their parents to appropriate specialists, special programs, or outside agencies:* Consult and collaborate with in-district specialists such as school psychologists, social workers, and nurses; consult with and refer to community-based resources including psychologists, psychiatrists, physicians, service agencies, and others.
6. *Participate in activities which contribute to the effective operation of the school:* Cooperate and collaborate with other professionals in enhancing the education of students; establish and maintain effective relationships with grade levels or departments and administrators; cooperate with other school personnel in placing students with special needs in appropriate programs; act as an advocate for individual students and groups of students as system decisions are made; interpret group test results to faculty and administration for use in enhancing instruction; communicate with administrators, teachers and staff, students, parents, and the community regarding the counseling program and its role in the educational program; participate in the implementation of the district assessment program.
7. *Plan, evaluate, and revise the counseling program:* Review the counseling program annually with the counseling department staff and counseling program advisory committee; communicate regularly with other district counseling staff to establish and maintain a sequential, developmental counseling program; identify student needs periodically and use the results for program planning; establish a planning calendar for counseling program activities; evaluate the counseling program and counseling learning activities.
8. *Pursue professional growth:* Attend local, state, and national staff development programs; join professional counseling associations; attend local, state, and national workshops and conferences sponsored by professional organization; read professional journals; complete post graduate courses.

ORGANIZATIONAL RELATIONSHIPS: The school counselor is supervised by the district designee; collaborates with other counselors in the school and district; cooperates and collaborates with other school and district staff.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with K.S.A. Chapter 72 Article 90.

PHYSICAL REQUIREMENTS OF THE JOB: An X indicates it is a requirement.

- 1. Very rarely requires exertion beyond walking.
- 2. Very rarely requires physical exertion beyond walking or climbing stairs.
- 3. Requires prolonged (over 50% of the time) standing and walking.
- 4. Requires prolonged (over 75% of the time) standing and walking.
- 5. Occasionally requires physical exertion to manually move, lift, carry, pull, or push heavy* objects or materials.
- 6. Frequently (over 20% of the time), requires physical exertion to manually move, lift, carry, or push heavy* objects or materials.
- 7. Frequently (over 33% of the time), requires physical exertion to manually move, lift, carry, or push heavy* objects or materials.
- 8. Over 50% of the time, requires physical exertion to manually move, lift, carry, or push heavy* objects or materials.
- 9. In addition to items 5, 6, 7, or 8, occasionally requires physical exertion to manually move, lift, carry, or push heavy objects weighing more than 50 pounds.
- 10. Driving skills and physical ability required to drive vehicle.

*Note: * "heavy" means not over 50 pounds*

I have reviewed this job description and will fulfill the duties described.

Signature

Date

An Equal Employment/Educational Opportunity Agency

Unified School District 407 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning Unified School District 407 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District 407 Superintendent, 802 N. Main, Russell, Kansas 67665, 785-483-2173.