



## Certificated Job Description

# SCHOOL COUNSELOR

### General Definition:

As vital members of the school's educational leadership team, school counselors maximize the success of ALL students by planning, implementing, evaluating, and improving the school's comprehensive school counseling program. They use a multi-tiered, multi-domain system of supports to promote students' academic, college/career, and social/emotional development, spending the majority of their time in direct service with students or communicating with others on behalf of students. School counselors lead, advocate, and collaborate to effect positive systemic change that promotes equity and access for all students.

### Employment Term:

Annual certificated contract days plus 15 (fifteen) extra days

### Salary:

Appropriate placement on the certificated salary schedule, \$500.00 stipend

### Supervision From:

Principal/Designee

### Qualification Requirements:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### Education and Experience:

Baccalaureate or higher degree with an academic major and professional preparation program for the credential(s) held. Master's degree preferred.

### Certificates and Licenses:

Current valid California Pupil Personnel Services credential (school counseling credential).  
Evidence of TB, and criminal justice fingerprint clearance.

### Duties and Responsibilities:

1. Implement a school counseling program that is aligned to the American School Counselor Association (ASCA) National Model, schoolwide goals and improvement metrics, districtwide priorities, and current, evidence-based practices and systems that have been shown to promote student success.
2. Abide by the ASCA Ethical Standards for School Counseling and the ASCA School Counselor Professional Standards and Competencies to guide professional growth and development.
3. Conduct regular reviews of school and student data to inform student outcomes through program SMART goals, tiered supports, closing the gap activities, interventions, equity initiatives, and advocacy efforts (such as graduation rates, A-G rates, CTE pathways, attendance, school climate surveys, etc.).

4. Evaluate and share the results of the school counseling program's impact and effectiveness with key stakeholders. Provide recommendations for improving the school counseling program. Seek feedback regularly from the school counseling program stakeholders.
5. Spend their time in alignment with ASCA's recommendation that 80% or more of the school counselor's time is spent providing direct student services (instruction, appraisal, advisement, and counseling with students) and indirect student services (collaboration, consultation, and referrals with families, teachers, administrators, school staff, and community stakeholders).
6. Implement comprehensive Tier 1 school counseling supports that reach ALL students, such as the teaching of developmentally appropriate, culturally responsive lessons and schoolwide programs and activities designed to shift student attitudes, knowledge, and skills. School counselors develop systems to ensure that all students complete and annually update their Individual Learning Plans (ILPs)/graduation plans/postsecondary plans.
7. Attends faculty, collaboration, IEP and other meetings in accordance with the collective bargaining agreement.
8. Attends and facilitates 504 accommodation plan meetings.
9. Perform a variety of extra duties, such as, but not limited to: college and career night, scholarship night, financial aid night, graduation, and new student orientations, in accordance with the collective bargaining agreement.
10. Utilize school structures (bell schedules, structured intervention time, etc.) to provide intentional, targeted, culturally responsive Tier 2 school counseling interventions for students identified as deserving of additional support (via predetermined data metrics and/or referrals). Uses these instances as opportunities to establish relationships and collaborate with educators, students, families, and community partners. This reflects recognition of and respect for each individual and promotes an understanding and appreciation of diverse population and cultures.
11. Provide intensified Tier 3 school counseling supports/referrals for students experiencing emergency or crisis situations, as well as those whose needs remain unmet after receiving Tier 2 supports. Provide referrals to resources to support students in need of long term therapy or treatment of a mental, emotional, or bodily disorder.
12. Consult, collaborate, and team with key stakeholders to support student success (e.g. referral of students/families to district and community resources; sharing evidence-based support strategies with families and staff; serving as a student advocate; providing family education; teaming with other student services personnel; reaching out to other experts and stakeholders to obtain information on students' needs; teaming/partnering/serving on committees and advisory boards; creating formalized partnerships with community based organizations).
13. Promote equity and access for all students and make a significant impact in creating a school culture free from racism and bias in all forms.
14. Engage in high-quality school counseling system support, including, but not limited to the development of action plans, lesson plans, annual planning calendars, annual administrator conferences, needs assessments, results reports, data-sharing presentations involving stakeholders, progress monitoring of school counseling interventions and activities, planning time for the creation and improvement of data-driven school counseling interventions, regular meetings with other school counselors, etc.
15. Utilize technology and other virtual tools to support efficient and effective program delivery and communication with the school community.
16. Actively pursue and participate in professional development, so as to stay current with evidence-based practices in the field. Examples: Maintaining membership in state and national professional organizations

(e.g. American School Counselor Association), reading professional journals, attending local, state, and national workshops and conferences, engaging in continuing education coursework as appropriate.

17. Other related duties as assigned.

**Physical Requirements:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 40 lb. such as boxes of books. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and staff.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud.

NJUHSTA Approved: June 2, 2016

Board Approved: June 15, 2016

Revised and name change from Guidance Counselor to School Counselor – Board approved October 5, 2022

NJUHSTA Approved Revision: June 8, 2022