

Sunflower County Consolidated School District

Miskia Davis, Interim Superintendent

"United For Excellence"



JOB DESCRIPTION

TITLE: Counselor

QUALIFICATIONS:

- Master's degree in counseling
- State certification in counseling
- Able to communicate effectively to the students, teachers, parents, and other community members
- Good physical condition with ability to lift 10 pounds

REPORTS TO: Assistant Principal and Principal

SUPERVISES: N/A

JOB GOALS:

- Organize daily, monthly, and yearly schedules to facilitate learning and teaching in the schools
- Monitor and evaluate progress toward accomplishment of system goals and objectives
- Use student data to identify program needs
- Develop goals and objectives, programs and operations that are consistent with school system vision, mission, and goals
- Ensure that unit and program plans are consistent with the system's strategic plan.
- Communicate high expectations of students, staff, and parents/guardians.
- Create, identify, encourage, and support innovative ideas that in turn support learning and teaching in the schools.

PERFORMANCE RESPONSIBILITIES:

Demonstration of Professionalism

- Use correct oral and written communication
- Demonstrates professionalism and high ethical standards: act in alignment with Mississippi Code of Ethics, the American Counseling Association Code of Ethics, and board/school policies
- Demonstrate positive interpersonal relationships with students, parents/guardians, and educational staff
- Engage in continuous professional development and apply new information
- Collaborate with colleagues and actively participate in the professional learning community within the school/district
- Stay current on best practices, legal concerns, and training through membership and involvement in professional organizations

Program Management, Development, and Data Analysis

- Use data to develop curriculum, small- group, and closing the gap action plans for effective delivery of the school counseling program

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- Identify and analyze school data to develop comprehensive programs that meet student needs, measure program results, and guide program evaluation and improvement
- Collect and use data to develop school counseling program goals and share goals with all stakeholders
- Analyze data on how time is used and adjust program delivery to meet student needs as demonstrated in school data
- Develop comprehensive school counseling program with the school administrator
- Demonstrate knowledge, through presentation of the guidance curriculum, to students in a group setting

Organization (Time Management) of the Guidance Program

- Plan counseling and guidance activities for the school year, showing appropriate time allocations with 80% or more time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services
- Demonstrate evidence of organizational skills
- Publish and distribute a master calendar of activities relevant to counseling and guidance on a weekly, monthly, and annual basis.

Program Delivery of Guidance Program (Direct Services)

- Provide individual and group counseling to students with identified concerns and needs
- Provide time for counseling teacher referred, self-referred, at-risk students and crisis counseling (including transfers, drop-outs, etc.)
- Provide appraisal and advisement of assist **all** students with academic, career, and personal/social planning (ICAP, career planning aligned with MS Career Pathways, college/career fairs, job shadowing, etc)
- Conduct an interview and follow-up of newly enrolled students and parents
- Provide direct services (school counseling core curriculum, individual student planning and responsive services) (Pre-registration, financial aid, drug awareness, testing, student improvement plans, lesson plans etc.)
- Deliver school counseling core curriculum lessons in classroom and large group settings

Indirect Services

- Provide indirect student services on behalf of identified students: strategies to include referrals, consultation, and collaboration
- Consult with parents and other educators to share strategies that support student achievement and success (i.e. Student/Teacher Support Team)
- Collaborate with parents, other educators, and resources to support student achievement and success
- Assist in appropriate placement of students with special needs
- Refer students and parents to appropriate school and community resources to support student achievement and success
- Identify ELL students (English Language Learners) and refer to District ELL coordinator

Communication /Collaboration

- Share school counseling program results data with relevant stakeholders

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- In collaboration with parents or guardians, help students establish goals and develop/use planning skills
- Establish and convene an advisory council for the school counseling program
- Establish and maintain effective communication with stakeholders

Student Records

- Coordinate maintenance of student records
- Coordinate or assists with individual and/or group standardized testing
- Review students' progress at the end of each grading period
- Keep accurate records of entering and withdrawing students (dates, schools...)
- Update cumulative folders and permanent records, and send requested records in a timely manner

Post-Secondary Planning (Secondary)

- Inform and make students aware of enrichment programs, scholarships and grants available in a timely manner (high schools only)
- Keep record of post-secondary plans of graduating seniors (high schools only)
- Keep a record of scholarships offered/received status
- Monitor the completion of Career Plans and activities in MS Choices including the plan of study
- Coordinate ACT preparation for students (HS) at least three times a year

Testing

- Follow the directions of the State and District Test Coordinator
- Assist in the Development and implementation the *School Test Security Plan*
- Inform parents at least one week prior to all state-mandated testing
- Assist in interpreting student testing information (individually/group)
- Identify students with special needs for accommodations/modification on state assessments
- Assist with the analysis of student test data
- Identify students who have failed or at- risk of failure on state assessments using school data and assist in the coordination of remediation and/or interventions for students
- Inform students, parents, and school officials of student scores at each testing session and maintain documentation of score delivery to stakeholders
- Develop a list of student failures and update list after each score report is received as it relates to each testing session

Course Selection

- Work with principal to update choice selection courses for next school term by January 15th of each school year
- Conduct group counseling session on subject selection and issue pre-registration forms for the coming school term by February 1 of each school year
- Collect pre-registration forms and begin to compile the data by April 1 of each school year
- Give the school principal the compiled information necessary for creating the master schedule by April 15 of each school year and collaborate with principal in creating the master schedule by May 15 of each school year
- Conduct individual counseling sessions on subject selection by March 15th of each year

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- Communicate with parents/guardians on student progress toward graduation
- Assist in education planning of students with identified needs
- Work with Career and Technical Center for placement in career and technical areas

Family, Home, School and Other Support Services

- Work with family concerning home situations that relate to the student's performance and attitude toward school
- Work with teachers, administrators and other staff regarding such issues as student attitude, progress and attendance (absenteeism)

Accountability

- Monitor student academic performance, attendance, and behavioral data to develop school counseling program goals
- Conduct self- analysis to determine strengths and areas of improvement and plans professional development accordingly
- Conduct a school counseling program evaluation annually to review extent of program implementation and effectiveness
- Perform such other tasks and assumes such other responsibilities as requested by his/her supervisor(s)

TERMS OF EMPLOYMENT: Salary and work year established by SCCSD School Board.

EVALUATION: Performance of this job will be evaluated bi-annually by the Superintendent.

Approved by: SCCSD School Board Date: _____

Reviewed and agreed to by: _____ Date: _____
(Employee)

_____ Date: _____
(Supervisor)