

<b>Job Title:</b>	Counselor Homebound	<b>Wage/Hour Status:</b>	Exempt
<b>Reports to:</b>	Program Manager, Director, Counseling and Advising	<b>Page Grade:</b>	104
<b>Dept./School:</b>	Assigned Campus	<b>Date Revised:</b>	November 6, 2023

**Primary Purpose**

Collaborate with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program. The school counselor shall design the program to include: (1) a guidance curriculum (instruction); (2) a responsive services (counseling) component; (3) an individual planning system (appraisal and advisement); and (4) system support (indirect student services: consultation, collaboration, referrals).

**Qualifications****Education/Certification**

Master's Degree  
Valid Texas School Counselor Certificate

**Special Knowledge and Skills**

- Knowledge of the American School Counseling Association (ASCA) National Model; Texas Model for Comprehensive School Counseling Programs; Career and Technical Education Programs; State of Texas graduation plans; PK-12 guidance and curriculum; credit accrual in high school; the juvenile judicial system; community agency resources; referral process; computer knowledge in district student management systems
- Ability to interpret data and demonstrate strong organizational, communication, presentation, and interpersonal skills

**Experience**

Two (2) years high school teaching experience or counseling experience

**Major Responsibilities and Duties****Instructional and Program Management**

1. Per SB179, spend 80% of their counseling duties on a comprehensive school counseling program: (1) a guidance curriculum (instruction) to help students develop their full educational potential, including the student's interests and career objectives; (2) a responsive services (counseling) component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk; (3) an individual planning system (appraisal and advisement) to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and (4) system support (indirect student services: consultation, collaboration, referrals) to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.
2. Per SB179, time spent in administering assessment instruments or providing other assistance in connection with assessment instruments, except time spent in interpreting data from assessment instruments, is not considered time spent on counseling.
3. Per SB179, document and report counselor use of time to comply with the annual SB179 District assessment requirement.
4. Track and document their time on Fair-Share duties.
5. Provide and document individual and group counseling to address academic, career, and personal/social needs through District approved platforms, e.g., College and Career Readiness Planner (CCRP).
6. Promote District initiatives and a growth mindset when working with staff, parents, community, and students.
7. Consult with parents regarding educational services for hospitalized/homebound students.
8. Assist students and parents in interpreting required state test scores, as well as: TELPAS, Credit by Exam (CBE), and STAAR, End of Course Exams (EOC).
9. Help identify students with special needs and makes proper referrals for services.

10. Participate in ARD's and Section 504 meetings as the Homebound Representative at home campuses, and/or attends Homebound Return to School meetings.
11. Review the student's course selection and credits and communicates with home school counselors as needed to obtain records.
12. Review student's academic record to identification of course selection for correct placement in courses and programs, etc. related to grade level appropriate state accountability standards to include College, Career, and Military Readiness (CCMR).
13. Visit Residential Facilities to communicate available EPISD services and assists parents with the enrollment process.
14. Work with students, parents, teachers and campus staff during the transition of students from Homebound to the Classroom.
15. Submit reports as requested by the Director, Counseling and Advising.

#### **School/Organizational Climate**

16. Communicate and promote high expectations for student performance and behavior while communicating effectively with students, parents, staff, and community.
17. Participate in establishing and maintaining a positive school climate.
18. Foster collegiality and team building among staff.
19. Plan and align collaboratively with elementary, middle, and high school counselors regarding the transition from elementary to middle school and middle to high school to meet academic student needs.
20. Contribute and support colleagues in accomplishing the school's mission.
21. Develop, promote, and support a campus-wide culture focused on District student learning goals, with an emphasis on trust, respect and responsibility for students, parents, teachers and staff.

#### **School/Organizational Improvement**

22. Maintain and utilize the TEAMS information system and records necessary (transcripts for out of district long term hospitalized students), cum folders, College and Career Readiness Planner (CCRP), and Program of Study (POS) for out of district long term hospitalized students.
23. Provide and document student information and assist with decision-making regarding academic, personal, and social/emotional matters through District approved platforms, e.g. CCRP.
24. Submit reports as requested by the Director, Counseling and Advising.

#### **Administration/Management**

25. Comply with policies established by federal and state laws, State Board of Education rules, District Board legal and local, bulletins, regulations, and policies.
26. Manage work activities and resources effectively to accomplish Counseling and Advising and District goals.

#### **Student Management**

27. Consult with parents, teachers, administrators, counselors, other school personnel, and outside agencies to help students and their families address academic, personal, and social/emotional needs.
28. Provide relevant information, reviews and develops course schedules for students enrolled in Homebound/Home-Hospital School.
29. Present and document classroom guidance lessons for all grade levels 9<sup>th</sup> through 12<sup>th</sup> related to academic, personal and social/emotional issues, e.g., character education, and teen dating violence, etc.
30. Provide faculty, staff, and students training on recognizing the signs of emotional abuse, physical abuse, and sexual abuse; suicidal ideation, harassment/bullying; and teen dating violence, as well as the legal requirements for reporting the abuse to the appropriate authorities.
31. Follow district policy for placing students in the correct grade level in consultation with campus counselor.
32. Maintain and submit student management services reports as requested by the Director, Counseling and Advising.

#### **School/Community Relations**

33. Provide information to parents about the following: District policies and procedures, course offerings,

high school course offerings, Program of Study (POS), high school graduation plans (minimum, recommended, and DAP), Magnet school information, early college high school (Associates Degree), Dual Credit, and advanced academics (PAP, AP).

- 34. Provide information to parents about students’ academic records, unofficial transcripts, and progress for graduation.
- 35. Project a positive image to the community.
- 36. Provide quality customer service and professional behavior when working with staff, parents, community, and students.
- 37. Maintain ongoing communication with Principals, Lead Counselors, and Directors, Counseling and Advising.

**Professional Growth and Development**

- 38. Utilize performance evaluation results and the appraisal process to improve performance.
- 39. Improve counseling skills and knowledge through available in-service training and self-initiated professional training opportunities.
- 40. Develop and maintain positive working relationships with other school and medical professionals and representatives of community resources.
- 41. Participate in professional development to improve skills and knowledge related to job assignment.
- 42. Adhere to ethical and legal standards and model behavior that is professional and responsible.
- 43. Report to the administrator in writing, any identified irregularities found in the student academic records.
- 44. Maintain and submit professional development reports as requested by the Director, Counseling and Advising.
- 45. Perform other duties as assigned by supervisor.

**Supervisory Responsibilities**

None

**Physical and Mental Job Requirements**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress; prolonged and irregular hours; occasional district wide and state travel. Maybe required to work a flex schedule.

**Terms of Employment**

199 days; salary to be established by the Board of Trustees

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy.

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, Rosa Ramos at 230-2031; Section 504 inquiries regarding students may be referred to Kelly Ball at 230-2856.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, Rosa Ramos at 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball al 230-2856.