

## JOB DESCRIPTION

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<b>Job Title:</b>	Counselor Elementary	<b>Wage/Hour Status:</b>	Exempt
<b>Reports to:</b>	Principal/Director, Counseling and Advising	<b>Pay Grade:</b>	C01
<b>Dept. /School:</b>	Assigned Campus	<b>Date Revised:</b>	November 18, 2024

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### 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 teaching 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 SB179 annual 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/emotional needs, through District approved platforms, e.g. College and Career Readiness Planner (CCRP).
6. Promote District initiatives and promote a growth mindset when working with staff, parents, community, and students.
7. Promote the balanced provision of program content areas (self-confidence development; motivation to achieve, decision-making, goal setting, planning, and problem-solving skills, interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior).

8. Collaborate with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (Texas Education Code, §33.005)
9. Advocate the school developmental guidance and counseling program and counselors' ethical and professional standards with school personnel, parents, students, and the community.
10. Effectively conduct conferences with parents and teachers concerning school and student issues.
11. Implement the district's At-Risk programs by designing and implementing parental involvement activities and by participating in on-going and summative evaluation of the program.
12. Implement the district's At-Risk identifying students: providing appropriate interventions; providing information to parents, staff, faculty, and community; involving governmental and service agencies and businesses.
13. Assist students and parents with career and college awareness.
14. Review student's academic record to identify 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).
15. Help to identify students with special needs and make proper referral for services.
16. Assist students with the transition from elementary to middle school.
17. Participate in ARD's and Section 504 meetings as needed.

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

18. Communicate and promote high expectations for student performance and behavior, while communicating effectively with students, parents, staff, and community.
19. Participate in establishing and maintaining a positive school climate.
20. Foster collegiality and team building among staff.
21. Plan and align collaboratively with other elementary, middle school, and high school counselors regarding the transition to middle school from elementary and from middle school to high school to meet academic student needs.
22. Contribute and support colleagues in accomplishing the school's mission.
23. 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/Organization Improvement**

24. Identify, analyze, and apply research findings to facilitate the delivery of a comprehensive developmental counseling and guidance program.
25. Develop, maintain, and utilize appropriate TEAMS information system and records necessary (report cards, cum folders, CCRP for attainment of district guidance goals).
26. Provide and document student information and assist with decision-making regarding academic, career and personal/social/emotional matters at the campus through District approved platforms, e.g. CCRP.
27. Submit reports as requested by the Director, Counseling and Advising.

#### **Administrative Management**

28. Comply with policies established by federal and state laws, State Board of Education rules, District Board legal and local, administrator's reference guide, regulations, and policies.
29. Manage work activities and resources effectively to accomplish Counseling and Advising and District goals.

#### **Student Management**

30. Consult with parents, teachers, administrators, and outside agencies to help students and their families address academic, personal and social/emotional needs.
31. Review and translate report cards and develop class schedules for all students assigned.
32. Attend ARD and Section 504 meetings for caseload, as needed.
33. Present and document classroom guidance lessons for all grade levels PK - 5<sup>th</sup> grade related to academic, personal, and social/emotional issues, e.g. character education; teen dating violence, etc.
34. Plan and align collaboratively with middle school counselors regarding the transition from elementary school to middle school to meet the academic, emotional and social needs of all students.



- 35. 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.
- 36. Follow district policy for placing students in the correct grade level.
- 37. Maintain and submit student management services reports as requested by the Director, Counseling and Advising.

**School/Community Relations**

- 38. Demonstrate awareness of school/community needs and initiate activities to meet those needs.
- 39. Provide parents with information about school policies and procedures, middle school course offerings, Program of Study (POS), high school graduation plans, magnet school information, early college high school, Dual Credit and advanced courses (AP, Pre-AP, IB, IB Prep) Career and Technical Education (CTE).
- 40. Provide information to parents about students' academic records and progress.
- 41. Inform parents about guidance services available.
- 42. Coordinate visits for representatives of agencies, businesses and other community resources.
- 43. Project a positive image to the community
- 44. Provide quality customer service and professional behavior when working with staff, parents, community, and students. Maintain ongoing communication with Principal, Lead Counselors, and Director, Counseling and Advising.

**Professional Growth and Development**

- 45. Utilize performance evaluation results and appraisal process to improve performance.
- 46. Improve counseling skills and knowledge through available in-service training and self-initiated professional training opportunities.
- 47. Develop and maintain positive working relationships with other school professionals and representatives of community resources.
- 48. Participate in professional development to improve skills and knowledge related to job assignment.
- 49. Adhere to ethical and legal standards and model behavior that is professional and responsible.
- 50. Report to the principal, in writing, any identified irregularities found in the student academic records.
- 51. Maintain and submit professional development reports as requested by the Director, Counseling and Advising.
- 52. 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; occasional prolonged and irregular hours; occasional district wide and state travel.

**Terms of Employment**

194 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, at 230 -2031; Section 504 inquiries regarding students may be referred to 504 Coordinator 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, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.