

Job Title: Counselor High School CTE	Wage/Hour Status: Exempt
Reports to: Principal/Director/Counseling and Advising	Pay Grade: C03
Dept./School: Assigned Campus	Date Revised: August 9, 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 from an accredited university
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, and 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. Assume primary responsibility and documentation for all students entering or participating in the CTE Sequential Coherent Sequence.
6. Assume primary responsibility in the recruitment process for CTE and CCTE programs.
7. Assume primary responsibility and documentation for Campus CTE accounting and PEIMS coding provisions as outlined in Section 5 of the Texas Education Agency Student Attendance Accounting Handbook.
8. Help students and parents interpret required state test scores, as well as: TELPAS, CBE, End of Course Exams (EOC), PLAN, PSAT, ACT, SAT, Accuplacer and ASVAB results.

9. Help identify students with special needs and make proper referrals for services.
10. Review and verify PBMAS information for Career and Technical Education Compliance.
11. Monitor training plans within Career Preparation and Practicum based programs.
12. 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).
13. Promote District initiatives and a growth mindset when working with staff, parents, community, and students.
14. Consult with students and parents regarding college and career exploration and planning, to include yearly updates of student programs of study and personal graduation plans.
15. Participate in student ARDs and Section 504 meetings as needed.
16. Review student course selections and credits earned for placement, promotion, graduation, or entry into further schooling.
17. Audit student educational records (transcript, CCRP, PGP, and Cumulative Folder).
18. 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).
19. Assist students and parents with all phases of the college admission process, to include: preparation of college, scholarship, and employment applications; Senior College Admission and Financial Aid Night programs; NCAA student athlete information; college and career search, college bound parent meetings; and Dual Credit Enrollment information.
20. Submit reports as requested by the Director, Counseling and Advising and/or Director, CTE.

School/Organizational Climate

21. Communicate and promote high expectations for student performance and behavior while communicating effectively with students, parents, staff, and community.
22. Participate in establishing and maintaining a positive school climate.
23. Foster collegiality and team building among staff.
24. Contribute and support colleagues in accomplishing the school's mission.
25. 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

26. Identify, analyze and apply research findings to facilitate the delivery of a comprehensive, developmental counseling and guidance program.
27. Develop, maintain, and utilize the TEAMS information system and record necessary (transcripts, cumulative folders, College and Career Readiness Planner (CCRP), and Program of Study (POS)) for attainment of District graduation goals.
28. Provide and document student information and assist with decision-making regarding academic, personal, and social/emotional matters at the campus, through District approved platforms, e.g., CCRP.
29. Maintain and update Audit Cards.
30. Plan, coordinate, and participate in the High School Graduation ceremony.
31. Submit reports as requested by the Director, Counseling and Advising and/or Director, CTE.

Administration/ Management

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

Student Management

34. Assist in placing students in correct classification and in correct courses to match progress as reflected on the official transcript.
35. Consult with parents, teachers, administrators, and outside agencies to help students and families address academic, personal, and social/emotional needs.
36. Review and translate transcripts and develop class schedules for all students assigned.
37. Attend ARD and Section 504 meetings for caseload as needed.

38. Present and document classroom guidance lessons for all grade levels 9th through 12th related to academic, personal and social/emotional issues, e.g. character education, and teen dating violence, etc.
39. Plan and align collaboratively with middle school and high school counselors regarding the transition from middle school to high school to meet the academic, emotional and social needs of all students.
40. Provide training to faculty, staff, and students on recognizing signs of emotional, physical, and sexual abuse; suicidal ideation; harassment/bullying; and teen dating violence, as well as the legal requirements for reporting the abuse to appropriate authorities.
41. Follow District policy for placing students in correct grade levels.
42. Maintain and submit student management services reports as requested by the Director, Counseling and Advising and/or Director, CTE.

School/Community Relations

43. 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).
44. Provide information to parents about student’s academic records, unofficial transcripts, and progress for graduation.
45. Inform parents about guidance services available.
46. Coordinate campus visits for representatives of colleges, universities, agencies, businesses, military recruiters, and other community resources.
47. Project a positive image to the community.
48. Provide quality customer service and professional behavior when working with staff, parents, community, and students.
49. Maintain on-going communication with Principal, Lead Counselors, and Director, Counseling and Advising.

Professional Growth and Development

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

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.

Terms of Employment

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

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.