

<b>Job Title:</b>	Counselor Deaf Education	<b>Wage/Hour Status:</b>	Exempt
<b>Reports to:</b>	Director Special Education Evaluation Services	<b>Pay Grade:</b>	104
<b>Dept. /School:</b>	Special Education Evaluation Services	<b>Date Revised:</b>	May 11, 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  
Valid American Sign Language Certification

**Special Knowledge/Skills**

- Knowledge of the Individuals with Disabilities Education Act, Special Education, 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 experience  
Two (2) years' experience in special education

**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 as required by to comply with the annual SB179 District assessment requirement.
4. Track and document their time on Fair-Share duties.
5. Provide information to campus personnel regarding special education programs to ensure that student needs will be appropriately served.
6. Consult with campus personnel regarding materials, adaptations, and modifications to assist general and special education teachers in the delivery of services to special education students.

7. Assist in ARD Committee meetings and Section 504 meetings as designated.
8. Assist campus administrators in resolution of legal issues related to special education services.
9. 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 Planer (CCRP).
10. Promote District initiatives and a growth mindset when working with staff, parents, community, and students.
11. Consult with students and parents regarding college and career exploration and planning, to include yearly updates of student programs of study and graduation plans.
12. Review students' course selection and credits earned for placement, promotion, graduation, or transition programming.
13. Compare and contrast the students' transcript to the CCRP and the Academic Achievement Record (AAR).
14. 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)
15. Assist students and parents with all phases of the college admissions process to include preparation of college applications, scholarship applications 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; ensures student transition plan is coordinated with student scheduling and IEP.
16. Adhere to local, state, federal rules, regulations, and policies.
17. Investigate issues of accessibility for special education students.
18. Participate in staff development opportunities that ensure professional growth.
19. Perform duties in a professional, ethical, and responsible manner as defined in the TEA Code of Ethics for Educators.
20. Remain current in research and policy practice in the field of deaf education.
21. Develop graduation plans for each high school student as per their annual IEP/ARD.
22. Maintain records on student progress with respect to graduation plan.
23. Assure student awareness of career options.
24. Make students aware of course options relevant to career interests.
25. Develop semester schedules assuring compliance with student IEP.
26. Develop schedules for school personnel. students, teachers, and paraprofessional assignments to meet needs of RDSPD and
27. Based on IEP schedules of services and graduation requirements, recommends self-contained deaf education courses to be offered each semester at the high school level.
28. Assist teachers and administrators with the behavior management of RDSPD students.
29. Assist in issues between mainstreamed deaf students and their teachers.
30. Counsel students in the Regional Day School Program for the Deaf to ensure fulfillment of curricular requirements established by the District and the ARD committee.
31. Address inquiries from parents concerning the educational and social emotional needs of RDSPD students.
32. Submit reports as requested by the Director, Counseling and Advising.

#### **Personnel Management**

33. Make recommendations to the Program Facilitator regarding the use of RDSPD staff.
34. Develop and maintain positive working relationships with other school professionals, parents, students, and community members.
35. Schedule interpreter support for RDSPD students in high school and CCTE.

#### **School Organizational Improvement**

36. Utilize the TEAMS information system and develop records for cumulative folders, College and Career Readiness Planner (CCRP), and Program of Study (POS) for attainment of District graduation goals.
37. Provide student information and assist with decision-making regarding academic, personal, and social- emotional matters at the campus.
38. Maintain and update Audit Cards.
39. Plan, coordinate, and participate in the high school graduation ceremonies.

**Administration/ Management**

40. Comply with policies established by federal and state laws, State Board of Education rules, District Board legal and local, bulletins, regulations, and policies.
41. Manage work activities and resources effectively to accomplish Counseling and Advising and District goals.
42. Comply with the Individuals with Disabilities Education Act and Special Education policies.

**Student Management**

43. Work collaboratively with campus personnel in provision of appropriate instruction and discipline for special education students.
44. Assist in placing students in correct classification and in correct courses to match progress reflected in the official transcript.
45. Review and translate transcripts and develop class schedules for students in the Regional Day School Program for the Deaf.
46. Plan transition of students from elementary to middle and middle to high school for students in the Regional Day School Program for the Deaf.
47. Consult with parents, teachers, administrators, and outside agencies to help students and their families address academic, personal, and social/emotional needs.
48. Review and translate transcripts and develop class schedules for all students assigned.
49. Attend ARD and Section 504 meetings for caseload as needed.
50. 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.
51. 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.
52. 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.
53. Follow district policy for placing students in the correct grade level.
54. Maintain and submit student management services reports as requested by the Director, Counseling and Advising.

**School/Community Relations**

55. Cooperate with appropriate community organizations in order to provide job opportunities for eligible students.
56. Assist in developing and maintaining positive morale.
57. Promote and communicate high expectations of teacher and student performance to ensure a positive learning environment.
58. Collaborate with special education staff and administrators within the district to ensure compliance with state and federal regulations addressing special education.
59. Participate in task force and advisory councils to ensure continuous improvement of special education services.
60. Assist parent and local community agencies involvement in the educational process.
61. Provide, to parents, information 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).
62. Provide information to parents about students' academic records, unofficial transcripts, and progress for graduation.
63. Coordinate visits for representatives of colleges, universities, agencies, businesses, Military Recruiters, and other community resources.
64. Project a positive image to the community.
65. Provide quality customer service and professional behavior when working with staff, parents, community, and students.
66. Maintain on-going communication with Principal, Lead Counselors, and Director, Counseling and Advising.

**Professional Growth and Development**

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

**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: \_\_\_\_\_

*I have read and understood the contents of this job description. I acknowledge that my performance evaluation will be based on stated duties/responsibilities. I am also aware that my position is funded with external funds (State Compensatory Education or federal) and my job duties/responsibilities must comply with the respective Program requirements.*

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I hereby certify the above information to be true and correct. The employee will be supervised to ensure that work performed by the individual listed above, is compliant with respective Program requirements.*

Supervisor Signature: \_\_\_\_\_ 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 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 al 230-20313; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball 230-2856.