



Lafayette Parish School System Job Description

Job Title: Professional School Counselor—All Levels
Department: School Based
Reports To: Principal
Approved Date: 07/2024

Salary Scale: Teacher Pay Scale
Pay Grade: N/A
FLSA Status: Exempt
Days: 192-days (Elementary, Middle)
202-days (High School)
224-days (Edward J. Sam)
2002 Sales Tax Eligible: Yes

SUMMARY OF POSITION: To provide a comprehensive developmental counseling program within assigned school(s) and to assist student development through the academic social, emotional and career domains. Individual and group along with classroom lessons will assist the development of positive well-being, decision making ability, coping skills, and personal goals to be college and career ready.

QUALIFICATIONS: EDUCATION AND/OR EXPERIENCE: A valid Louisiana Teaching Certificate with certification in School Counseling or Ancillary Certification in School Counseling meeting the minimum requirements as stated in Bulletin 746; master's degree required.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other additional duties/responsibilities assigned by the Supervisor and/or Superintendent may be assigned.

DOMAIN 1: INDIVIDUAL STUDENT PLANNING

1. Coordinates activities related to students' individual plans for academic, personal/social, and career goals
2. Coordinates activities that help all students plan, monitor and manage their own learning, as well as set, evaluate, and attain goals in the areas of academic, career and personal/social development.
3. Helps students make the transition from school to school, school to work, or school to higher education or career and technical training. These activities are generally delivered on an individual basis or by working with individuals in small groups or advisement groups. Parents or guardians and other school personnel are often included in these activities.
4. Systematic delivery of individual planning for every student includes a documented strategy for student success. Individual planning with students is implemented through such strategies as:
 - a. Individual or small-group appraisal: Works with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. In high school, the school counselor should meet with students yearly to develop and revise students' academic plans.
 - b. Individual or small-group advisement: Advises students using personal/social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical.

DOMAIN 2: SYSTEM SUPPORT

1. Create management activities that establish, maintain and enhance the total school counseling program.
2. Create a tailor school counseling program to the unique context and needs of the school.
3. Remain engaged in the most current developments in their field, team with others at the school and district levels to better identify and address contextual needs, and remain actively engaged as a professional in the school community.
4. Use leadership and advocacy skills to promote whole school improvement by contributing in the following areas:
 - a. Professional Development: Involved regularly in updating and sharing their professional knowledge and skills through in service training, professional association membership, and/or post-graduate education. In these contexts, counselors both receive and provide development and are encouraged to contribute to professional and public discourse and remain competent in their constantly evolving field of work.
 - b. Consultation, Collaboration and Teaming: Through consultation, partnering, collaborating and teaming, provide important contributions to the school system. Counselors must consult with teachers, staff members and parents or guardians regularly in order to provide information, to support the school community and to receive

feedback on the emerging needs of students. Network with other stakeholders to identify student needs and design programs and activities to address them. Serve actively in and communicate with the community through presentations, memberships, and meetings to ensure that all community resources are available to students and that the community is aware of the needs of the school and able to contribute. Participate and represent the needs of the school on district/state/national committees.

- c. **Program Management and Operations:** This includes the planning and management tasks needed to support activities conducted in the school counseling program as well as responsibilities that need to be fulfilled as a member of the school staff. These include budget, facilities, policies and procedures, research and resource development. Analyze student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes and discover gaps that exist between different groups of students that need to be addressed. Share data and their interpretation with staff and administration to ensure each student has the opportunity to receive an optimal education. As team members within the educational system, perform fair share responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site.

DOMAIN 3: RESPONSIVE SERVICES

1. Establish a component of the school counseling program consists of activities to meet students' immediate needs and concerns. These needs or concerns may stem from a change in circumstances or life crisis and require counseling, consultation, referral and/or peer facilitation. This component is available to all students and is often student-initiated through self-referral. However, teachers, parents or guardians or others may also refer students for assistance and should clearly understand and feel comfortable engaging in an open referral process.
2. Offers a range of services along the continuum from early intervention to crisis response to meet students' needs.
3. Consults with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development.
4. Plan a wide variety of strategies, but must all be specific and aligned to a clear objective for the student.
5. These strategies include:
 - a. **Consultation:** Serve as student advocates by consulting with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families.
 - b. **Individual and small-group counseling:** Individual and small-group counseling helps students identify problems, causes, alternatives and possible consequences as they confront challenges in relationships. Such counseling is normally short-term in nature. When longer-term or professional therapeutic services are necessary, the counselor makes appropriate referrals.
 - c. **Crisis counseling:** Provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors can provide a leadership role in the district's crisis intervention team process.
 - d. **Referrals:** Use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.
 - e. **Peer facilitation:** Train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other.

DOMAIN 4: SCHOOL COUNSELING CURRICULUM

1. Establish a school counseling curriculum component consists of a data-driven written instructional program that is comprehensive in scope, preventative, proactive, and developmental in design.
2. Facilitate the systematic delivery of lessons or activities to every student consistent with the school counseling program's statements of philosophy, goals and student competencies.
3. Establish a curriculum that promotes knowledge, attitudes and skills through instruction in three domains: academic achievement, career development and personal/social growth.
4. Responsibilities include planning, designing, implementing and evaluating the school counseling curriculum.
5. Establish a strong school counseling curriculum are:
 - a. **Classroom Instruction:** Provides systematic instruction in the data-driven school counseling curriculum.
 - b. **Interdisciplinary Curriculum Development:** Collaborates with other educators to deliver elements of the curriculum through infusion in other classroom disciplines.
 - c. **Group Activities:** Conducts planned small group activities outside the classroom to respond to students'

identified needs or interests.

- d. Parent Workshops and Instruction: Plans and delivers workshops and information sessions aligned with the school counseling curriculum for parents and guardians.

DUTIES: Follow Professional School Counselor program procedures including but not limited to the following:

- **SUPERVISORY RESPONSIBILITIES:** Directly supervises students within the school and responsible for developmentally appropriate school counseling and crisis counseling services. Additional responsibilities include consultation, transcript/grade and placement review, committee assignments and liaison between school and community.
- Must have Counselor Certification and a valid driver's license. Knowledge of Bulletin 741, Bulletin 1508, School Building Level Committee work, American School Counseling Association Model, Louisiana School Counseling Model and other state and local mandates that drive the instructional process.

RESPONSIBILITIES: Staff shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

Instructional Components

- Fulfill duties traditionally expected of those in teaching/administration/itinerant profession (Oversee and/or produce lesson plans, instruction of students, collaborate with colleagues and departments, grade papers, take and record attendance, enter/average grades, supplemental tracking and/or support)
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher/school
- Oversees/participates in school committees or task forces to contribute to school improvement initiatives
- Oversees/participates in educational or coaching best practices and techniques
- Collaborate with those providing direct student instruction as well as professionals providing ancillary services
- Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,

Supervision Components

- Supervision of students when students are on or off campus at a school related/sponsored event
- Supervision of students prior to school and/or drop-off, in classroom, between classes, during recess/intermission, during lunch, assemblies and after school events, when assigned
- Supervision of any school personnel for whom you may be responsible, as applicable

Non-instructional Components

- Attend meetings generally associated with the instruction of students and/or school/district improvement
- Attend faculty, staff/department meetings, training sessions meetings, parent-teacher conferences, back-to-school/open-house events, parent/student events such as parent orientations, open house, graduation, etc.
- Attend PGP, PIP, evaluation, observation, IAP, IEP, and student discipline meetings/hearings, school board/committee meetings, etc., upon request
- Establish/participate in school and/or district policies governing students and employees
- Planning and strategizing for future district/school improvement initiatives.
- Provide additional supervision and/or support for students who may need extra help, assistance, and/or ancillary services.
- Supporting extracurricular activities or athletic events that take place after school hours. (If applicable)
- Attend/participate in all meetings and functions of those extra-curricular activities, clubs, or groups of which the employee is a sponsor or assigned
- Represent the district/school at all functions and/or meetings at which a school representative is required, as requested

METHOD OF EVALUATION: Evaluations in accordance with the Lafayette Parish School System Policy GBI-Evaluation.

PROFESSIONALISM AND CONDUCT STANDARDS:

Quality of Work - attention to detail and accuracy of work that meets and exceeds expectations

- Completes tasks, reports, and documents accurately according to specified timelines and expectations; Makes wise and appropriate decisions after identifying and analyzing relevant information

Availability - punctual, adheres to work schedule and has overall satisfactory attendance

- Adheres to district guidelines relative to attendance; Regularly reports to work on time and work additional hours when deemed necessary and pre-approved by your immediate supervisor

Communication Skills - all verbal, non-verbal, visual, and written exchange of information is of satisfactory caliber

- Uses verbal and non-verbal communication in a manner respectful of others; Demonstrates skill in giving and

receiving feedback; Uses active listening skills; Writes and speaks clearly and concisely so that the message is understood; Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments

Interpersonal Skills / Teamwork - works cooperatively with colleagues, students, parents, and vendors

- Promotes and supports a culture of inclusion, diversity, dignity, respect, and fairness for all stakeholders; Attends and constructively participates in meetings and professional development activities; Accepts and uses constructive feedback; Cooperates with building and district staff in planning and evaluation

Personal Impact - presentable, appropriate appearance for position, represents district positively

- Wears attire appropriate to job responsibilities; practices personal grooming that is appropriate for work environment; Develops and maintains a safe and caring environment for all of our stakeholders; Advocate positive personal behavior on or off campus and attempt to avoid improprieties or the appearance of improprieties

Productivity - performs work efficiently, on time, and effectively while uses available resources

- Identifies problems and issues and works collaboratively to contribute ideas and find solutions; Minimizes bias in self and others and accepts responsibility for his/her own actions

Adaptability - accepts and adjusts to change, performs multiple tasks, organizes work, sets work priorities, and performs other duties as assigned

- Follows directives as assigned by supervisor; Cooperates with administration in the performance of additional duties.

Policy – comply with all Lafayette Parish School System Policies and Procedures

- Adheres to laws, board policies and procedures, administrative rules, practices, and guidelines and applies all fairly, consistently, wisely, and compassionately; Adheres to ethical, legal and professional standards; Maintain the confidentiality of all School Board information by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- The Lafayette Parish School Board shall require all personnel to follow the district/school calendar and holiday schedule during the school term. All employees are required to adhere to daily schedule, punctuality, and attendance set forth by the district.

EXPECTATIONS:

Expectations include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily along with adhering to the professionalism and conduct standards. The requirements listed above are representative of the knowledge, skills, and/or ability required.

WORK ENVIRONMENT/PHYSICAL DEMANDS

The work environment is representative of conditions an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee is occasionally exposed to a noise level in the work environment which is moderate to loud, outside weather conditions, a variety of childhood and adult diseases and illnesses, heated/air conditioned and ventilated facilities, a building in which a variety of chemical substances are used for cleaning, instruction and/or operation of equipment. This job does require public contact, both on the telephone and in person, under sometimes-stressful conditions.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The usual and customary methods of performing the jobs functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Employee's Printed Name

Supervisor's Signature

Employee's Signature

Date