

# The Howard County Public School System

## Job Analysis

**JOB TITLE: School Counselor, High School**

**DOT/O\*NET Code: 045.107-010/21-1012.00**

### POSITION INFORMATION

**Summary of Duties:** The School Counselor at the high school level (9-12) is responsible for assisting students with registration for classes, preparing schedules, and monitoring grades and achievement of graduation requirements. He or she is also involved in facilitating the students' transition into and from high school. The School Counselor makes referrals to public school services and/or community agencies, as determined appropriate. He or she records and maintains student information. The School Counselor is responsible for communicating with all parties involved in the education of the student. He or she serves on special committees on a volunteer basis, and participates in all required in-service training programs. This is an 11-month position.

#### **Essential Job Functions:**

- Prepare/set-up office prior to the first day of school.
- Provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of students.
- Develop a school counseling program plan to address the academic, social/personal, and career development needs of all students; the plan must support and be consistent with the school improvement plan, which in turn supports system-wide goals. Counselors generally serve on the School Improvement Team (S.I.T.).
- Implement the school counseling program plan upon receipt of approval by the administrator.
- Prepare an end of the year report for the counseling program, and meet with the administrator to discuss program results and review data collected throughout the school year.
- Assist students in obtaining transcripts and work permits.
- Assist with withdrawals and registration of new students.
- Update transcript cards to reflect credits earned and credits needed.
- Distribute registration forms for the next school year at the conclusion of a school year; meet with each student to review the forms; provide numbers to the administration for planning purposes.
- Mail a preliminary schedule or list of classes for the next school year at the end of the previous school year; mail a final schedule at the end of the summer.
- Review the schedules of each student to ensure that he or she is registered for the correct classes; revise schedules as required to meet the needs of the students and ensure the best possible placements.

- Assist students in resolving scheduling conflicts at the beginning of the school year.
- Conduct an individual conference with each senior regarding post-high school goals.
- Prepare and implement lesson plans for classroom presentations to students.
- Provide information to juniors on PSATs, SATs, ACTs and address the requirements of the world of work.
- Develop and implement career programs for use with tenth grade students.
- Facilitate the transition of ninth graders into the school; develop and implement orientation programs for incoming ninth graders and new students.
- May be involved in a visit to the school by transitioning eighth graders; may visit the middle school to present information on the registration process.
- Monitor grades of students, providing notification to seniors who are in danger of failing or not graduating; provide notification to ninth graders of areas in which improvement is needed; refer students to summer school, as appropriate.
- Prepare a computer printout of the graduation requirements checklist; ensure accuracy of information entered into the computer system.
- May conference with parents during the transition process.
- Deal with attendance issues in an effort to meet attendance goals.
- May be asked to monitor the cafeteria in the morning or provide general assistance in another area as required.
- Attend monthly, countywide meetings for all high School Counselors.
- Counsel students individually and in small groups.
- Communicate with classroom teachers and other school personnel to help all students reach their potential.
- Conference with parents regarding academics and social, behavioral, and emotional issues.
- The Counselor is generally involved in the Positive Behavior Intervention & Support program; he or she may consult and collaborate with teachers in planning, implementing, and presenting the program.
- Serve on special committees/teams, and fulfill responsibilities required of a member; the Counselor may serve on the Instructional Intervention Team/Problem-Solving Team, and/or the Crisis Intervention Team.
- May be involved in conflict resolution/management, or peer mediation; may provide training to students involved in peer mediation.
- Serve as a Case Manager for 504 students; submit 504 plans to teachers at the beginning of the school year; meet with parents regarding recommendations.
- Participate in I.E.P. meetings for all students in case load.
- May be involved in before and after school activities, providing assistance in such areas as academic advising, study skills, and dealing with life crises.
- May be involved in the supervision and grading of student aides.
- Support the maintenance of student records following established procedures and practices.
- Communicate and interact with students, parents, staff, and the community.
- Attend in-service trainings and county workshops.
- May take Crisis Prevention Intervention training.
- Maintain regular, on-time attendance.

- Participate in fire drills, as required.
- May participate in an intern program.
- Knowledge of emergency plans for the school such as lockdown procedures.

***Machinery, Tools, Equipment, Work Aids Used:***

- Overhead projectors
- LCP projectors
- Cameras
- Screens
- Computers
- Printers
- Televisions
- Video cassette recorders; cassettes
- Audio tape players; tapes
- DVD players; DVD's
- CD players; CD's
- Carts for moving large quantities of materials
- Telephone
- Posters
- Laminator
- Poster Maker
- Die Cut Machine
- Chalkboard; chalk
- Dry erase board; markers
- Bulletin boards
- Pointer
- Photocopier
- Bookshelves
- Books
- Step Stool
- Paper, pens, pencils
- Staplers, rulers, hole-punch, paperclips
- Paper cutter
- Tables and chairs
- Desk
- Filing cabinets; files
- Scantron machine

***Products/Materials Handled:***

- All items listed above under machinery, tools, equipment, work aids used.

**EDUCATIONAL/VOCATIONAL PREPARATION**

- Master's Degree in School Counseling

## **REQUIRED CERTIFICATIONS/LICENSURES**

- Current Maryland State Department of Education Certification in School Counseling
- Fulfill requirements to maintain certification

## **KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge of effective interventions that can be used to support sound social, emotional, and behavioral development.
- Ability to deliver classroom instruction that reflects the counseling core curriculum.
- Ability to work collaboratively with a variety of school personnel such as school administration, classroom teachers, and other student services personnel.
- Knowledge of school policies that are designed to ensure student safety: Suicide Intervention procedure, reporting to child protective services, referral to outside agencies, referral to CAC and alternative education services, application procedures of Home and Hospital Instruction and other such agencies and services.
- Knowledge of principles and methods for curriculum design and presentation.
- Understanding of differences in ability and differences in learning styles.
- Skill in conveying information effectively to different ability levels and learning styles.
- Skill in developing or selecting and using instructional methods and materials.
- Ability to use counseling methods/strategies to appropriately handle problems that arise.
- Ability to communicate effectively both orally and in writing, to students, parents, and staff members.
- Ability to effectively manage the classroom.
- Ability to maintain a positive attitude and calm manner.
- Ability to remain flexible with changes in routine or plans.
- Knowledge of computers and software.

## **JOB SITE ENVIRONMENT**

### ***Work Site***

- Inside: 98%
- Outside: 2%

### ***Temperature Factors***

- Exposed to weather conditions when outside of the school building.

### ***Noise Factors***

- Occasional noise from large groups of students, bells, or alarm systems.

### ***Vibrations***

- N/A

### ***Air Quality Factors***

- May be exposed to fumes from laminating machine.

### ***Working Surface***

- Flat, tile or carpeted floors

- Stairs
- Ground, cement and paved surfaces outside

## PHYSICAL REQUIREMENTS – School Counselor – High School

<b>Non-Material Handling:</b>								
Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%		
N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>		
		X					Bending to knee level or below to reach folders or supplies is rarely repetitive. Alternatives to bending may include squatting and kneeling.	
		X					Squatting to knee level or below to reach folders or supplies is rarely repetitive. Alternatives to squatting may include bending and kneeling.	
		X <sup>2</sup>					Alternatives to kneeling may include bending, and squatting. <sup>2</sup> May be needed for CPI training and intervention in some locations.	
	X						Not likely to ever be needed.	
			X				Most surfaces are level and even. Balance skills may be challenged during inclement weather conditions. <sup>2</sup> May be needed for CPI training and intervention in some locations.	
			X				Needed to retrieve supplies from a storage shelf or to store supplies.	
				X			Needed frequently throughout the day and for sustained periods at different times of the year to review and update student records, and computer work. Usually needed 40 to 60% of the day.	
				X			Needed for 30 to 60% of the day and at times sustained for up to 45 to 90 minutes at a time combined with walking when teaching.	
			X				Frequent walking may be needed at times sustained for 2 to 5 minutes at a time. Or combined with standing for sustained periods when instructing.	
		X <sup>2</sup>					Not usually needed. <sup>2</sup> May be needed for CPI training and intervention in some locations.	
					X		Usually occurs throughout the day. Most of the day requires alternating between sitting, standing and brief walking within the school.	
					X		Needed to manipulate pen and paper, records, use keyboard and mouse, and telephone throughout the day	
				X			Arm movements are needed associated with performing varied hand tasks for brief periods throughout the day.	
		X					Not usually required.	
		X		X <sup>1</sup>			Some schools are on one level. <sup>1</sup> Stair climbing is needed regularly at some locations. Needed to access portable classrooms or other parts of the building.	
	X						Usually not required.	
		X					May be needed once or twice a month to attend meetings.	
<b>Material Handling:</b>								
Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%		
Repetitions per day		1-10	<25	<100	100-500	500+ per day		
N	R	I	O	F	C	In pounds		
							<sup>2</sup> CPI training and interventions are needed in some locations.	
		<80 <sup>2</sup>	--	10	--	--	Usually required for handling folders, education materials and supplies. <sup>2</sup> Heavy lifting not usually required but may be required to move a restrained student as a CPI intervention.	
		<80 <sup>2</sup>	--	10	3	--		
		<40 <sup>2</sup>	--	10	3	--	Usually associated with retrieving or storing supplies, materials and folders. <sup>2</sup> Heavy lifting may be required associated with CPI interventions.	
		<10 <sup>2</sup>	--	10	--	--		
		<75 <sup>2</sup>	--	10	--	5	Usually needed to open and close drawers or file cabinets. <sup>2</sup> In some locations there is the need to be CPI trained and capable of restraining a student exhibiting threatening or combative behavior.	
		<75 <sup>2</sup>	--	10	--	5		
		<100 <sup>2</sup>	20	10	3	1	Usually negligible for handling folders and materials. <sup>4</sup> May be required associated with CPI training and interventions.	

**JOB ANALYSIS REVIEW**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

Howard County Public School System  
\_\_\_\_\_

\_\_\_\_\_  
Date

**JOB ANALYSIS PREPARATION**

Nancy Forest, MA, CRC, CCM, CDMS, CLCP  
Printed Name

\_\_\_\_\_  
Signature

Senior Rehabilitation Case Manager  
\_\_\_\_\_

Title

First Rehabilitation Resources, Inc.  
\_\_\_\_\_

Company

\_\_\_\_\_  
Date

Michael Caruso, PT, OCS, FAAOMPT  
Printed Name

\_\_\_\_\_  
Signature

Industrial Physical Therapist  
\_\_\_\_\_

Title

Occupational Rehabilitation Associates  
\_\_\_\_\_

Company

\_\_\_\_\_  
Date