



CERTIFIED SCHOOL COUNSELOR - ELEMENTARY

SUMMARY/SCOPE/GOAL

To provide assistance to students, parents, and teachers in making educational, occupational and life plans with a program that will enable the student to reach his/her fullest physical, emotional, psychological, and behavioral potential.

QUALIFICATIONS

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- Master's Degree from an accredited educational institute.

PREFERRED/DESIRED:

- Experience in elementary education is preferred.

CERTIFICATIONS/LICENSES/TRAINING:

REQUIRED:

- Certified as a Guidance Counselor by the state of Florida.
- Valid Florida Driver's license.

PREFERRED/DESIRED:

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

1. Counsel with students, individually and in groups, regarding physical, emotional, and psychological well-being; provide performance and educational counseling.
2. Confer with parents/guardians and professional staff.
3. Provide training to staff and parents as needed.
4. Confer with teachers to provide possible interventions for classroom academic or behavior modifications.
5. Serve on Child Study Team to evaluate students.
6. Maintain student guidance records and maintain confidentiality.
7. Develop a communication link and rapport with outside service agencies.

OTHER DUTIES:

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

OTHER FUNCTIONS:

The following functions of the elementary school counselor are developmental and impact on all grade levels. These performance responsibilities are in support of the Florida Blueprint 2000 goals:

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1. Assist in helping all students make high levels of progress toward the state and district academic performance goals. Including participation in the Child Study Team, developing plans for students needing individual accommodations or exceptional student education programs, and promoting study, and testing skills for all students.
2. Provide person/social growth counseling. Includes individual and group counseling academic success, understanding of self and others, communications skills, decision making, relationship skills, conflict resolution, and goal setting.
3. Provide crisis intervention services. Includes counseling students in crisis, e.g., suicide prevention, child abuse, health concerns, substance abuse, and follow-up services as appropriate. The counselor plays an integral part in the crisis intervention team.
4. Assist parents by effectively communicating with and involving parents in improving student performance. Includes individual conferences and group meetings with parents centered on the academic and personal growth of their children. This also includes the referral of students and parents to appropriate specialists in keeping with District guidelines.
5. Support teachers and staff. Assist teachers in enhancing the learning capabilities of students. Provide information and/or in-service for appropriate strategies for teaching students from diverse cultural backgrounds, with different learning styles, and with special needs.
6. Provide career awareness and development of work skills. Developmentally increase students' awareness of careers, individual interests, and work skills.
7. Develop transitional services. Orient new students, students moving from grade to grade, and students moving from school to school to provide a comfortable and success-oriented learning environment.
8. Develop a communication link and rapport with outside services. Includes serving as a reference and resource on student issues for local and state agencies, mental health offices/clinics and other professionals designated by parents and/or the school district.
9. Contribute to the effective operation of the school. Includes involvement with the life of the school beyond the walls of the counselor's office, i.e., participation in committees, School Improvement Plan goals, and supervisory responsibilities to assure student safety
10. Maintain continuous professional growth. Includes participation in in-services, workshops and conferences that will enhance the knowledge and skills of the school counselor. Maintain professional standards as outlined by the American School Counselor Association. Stay updated on student/school legal issues and follow procedures as outlined by District policy.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Proficient in educational testing and measurement practices; oral and written communication skills; ability to analyze data, both verbal and written; hearing and visual acuity at normal levels; knowledgeable in crisis prevention and arbitration techniques; knowledgeable in career counseling resources; able to operate general audio-visual equipment, i.e., overhead projectors; VCR, computer, typewriter, and copy machines. Able to provide crisis prevention and intervention as needed; knowledge in counseling techniques; knowledgeable of the student referral process.

GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

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EQUIPMENT:

May use smart boards, tablets, Bunsen burners, chemical lab hoods, other classroom lab equipment, gym equipment, etc. that may be grade and subject specific. May use scales and/or equipment for the purposes of aptitude, skills, and/or behavioral diagnostics for the purposes of evaluating student performance within the prescribed parameters of their specific position.

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS:

(M) MEDIUM WORK

Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Potential for exposure to bodily fluids and/or potential for violence/physical altercations.

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites occasionally. Travel out of county rarely.

FOR HR USE ONLY:

DIVISION:	Student Services	DEPARTMENT:	Student Services
TITLE CODE:	E0722	CONTENT BY:	Assistant Superintendent – Student Services
GRADE:		COMPENSATION:	Human Resources
UNIT:	BFT	LABOR RELATIONS:	Karyle Green, Ed.D.
LAST BOARD APVD:		CLASSIFICATION:	Beth Thedy, Ed.D.
SCHEDULE:	8 Hrs. – 10 Mos.		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	5/5/1996	Developed	
1.1	10/30/01	Reformat	
2.0	12/05/14	Title change per SB154	
2.1	12/01/2020	New Format	Ellie Kelly – Human Resources
2.2	11/18/2021	Update physical requirements to ADA format, add schedule	Ellie Kelly – Human Resources

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.