

**WINOOSKI SCHOOL DISTRICT**  
**Job Description**

**Job Title:** Guidance Counselor (Gr. 9-12)

**Date Approved/Updated:** April 13, 2011

**Location:** Winooski High School

**Job Group:** Educator

**Reports To:** Winooski High School Principal

***Summary of Position Responsibilities:***

The primary goal of the 9-12 Guidance Counselor is to promote and enhance student learning through academic development, career development and personal/social development. The Guidance Counselor utilizes a variety of strategies, activities, delivery methods and resources to promote the desired student development.

***Essential Duties and Responsibilities:***

- Implement effective classroom guidance focusing on understanding of self and others; coping strategies; decision-making; conflict resolution; study skills; career awareness and the world of work; substance education; and multicultural awareness.
- Provide individual and small group guidance dealing with academic development, peer facilitation and peer mediation.
- Work with specialized populations and needs that require special attention, such as culturally diverse populations and students with varying abilities.
- Develop students' career awareness as a lifelong process of forming basic values, attitudes, and interests regarding their future world of work.
- Coordinate school, community and business resources, school wide guidance-related activities, and extracurricular programs, which promote students' personal growth and skill development.
- Provide consultation with teachers, administrators, school psychologist, school social workers, and outside agencies and social services concerning the welfare of the students.
- Communicate and exchange information with parents/guardians through meetings, parent workshops, and newsletter.
- Aids students in course and subject selection.
- Maintain an up-to-date library of career and post secondary school information. Network with post-secondary schools
- Supervises the preparation and processing of college, scholarships and employment applications.
- Develop college timeline for juniors that includes PSAT/SAT/ACT registration and prep classes, timelines for early action in Vermont Colleges/Universities, and the college application process.
- School wide master scheduling in consultation with District Principals.
- Individual student scheduling.
- Maintains informational services and reference materials on career and educational opportunities.

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- Coordinates the submission and processing of student progress reports and the transcription of grades and credits on student permanent record cards.
- Develops and implements a registration process for students entering the school and throughout the year.
- Registers and schedules all new students who enter school over the summer months and makes necessary schedule changes for students.
- Develops and implements a student orientation program for incoming ninth grade students.
- Oversees the collection and maintenance of student education records of all present and past middle school students, including the review of all records before they are disseminated.
- Case Manages students on EST plans. Makes sure plan is reviewed and updated periodically.
- Case Manages students on 504 plans under the supervision of the Principal. Makes sure plan is reviewed and updated annually as required by law.
- Other duties as assigned by the Principal

***Supervisory Responsibilities include:***

Assist with interviewing. Assist with training. Addressing parental/guardian complaints and resolving problems, planning, assigning, and assist with directing work.

***Qualification Requirements:***

*The requirements listed below are typical of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Education and/or Experience: A master's degree with a concentration in guidance or its equivalent. Ability to communicate and work effectively and respectfully with students, faculty/staff, parents, administrators and the community required. Knowledge of the Basic Program Components of Vermont Guidance Services K-12, issued by the State Department of Education.

Certificates, Licenses, Registrations: Holds a Vermont Professional Educator's license with Guidance Counselor endorsement (3-64). Holds the appropriate endorsement(s) and meets all the basic competencies and qualifications of the endorsements(s) as listed in the Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals.

Language Skills: Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to school/district standards or regulations. Ability to effectively present information to and respond to questions from students, administrators, parents, peers, board members and the general public.

Mathematical Skills/Reasoning Ability: Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited

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standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Computer Skills and Experience:** Good basic computer skills and experience with word and database programs required. Experience with Microsoft Office helpful.

**Communication & Interpersonal Skills:** Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

***Physical Demands:***

*The physical demands are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations O=occasionally F=frequently or C=constantly for each essential function of the job. Leave blank if it is not essential to the job:*

- |                                                       |                                       |                                        |                                         |                                             |                                              |
|-------------------------------------------------------|---------------------------------------|----------------------------------------|-----------------------------------------|---------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> F Standing                   | <input type="checkbox"/> F Walking    | <input type="checkbox"/> F Sitting     | <input type="checkbox"/> O Lifting      | <input type="checkbox"/> O Carrying         | <input type="checkbox"/> O Pushing           |
| <input type="checkbox"/> O Pulling                    | <input type="checkbox"/> O Climbing   | <input type="checkbox"/> O Balancing   | <input type="checkbox"/> O Stooping     | <input type="checkbox"/> O Kneeling         | <input type="checkbox"/> O Crawling          |
| <input type="checkbox"/> O Crouching                  | <input type="checkbox"/> O Reaching   | <input type="checkbox"/> F Handling    | <input type="checkbox"/> F Fingering    | <input type="checkbox"/> F Feeling          | <input type="checkbox"/> F Talking           |
| <input type="checkbox"/> F Hearing                    | <input type="checkbox"/> F Far Vision | <input type="checkbox"/> F Near Vision | <input type="checkbox"/> F Color Vision | <input type="checkbox"/> F Depth Perception | <input type="checkbox"/> F Repetitive Motion |
| <input type="checkbox"/> F Eye/Hand/Foot Coordination |                                       |                                        |                                         |                                             |                                              |

***Physical Effort:*** Please indicate on the continuum the requirements of this position:

<i>Light Work</i>
Frequently lifts up to 10 lbs. Frequently walks/stands.

***Work Environment:***

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations N=Never O=occasionally F=frequently or C=constantly for each essential function of the job:*

- |                                                |                                           |                                         |                                   |                                                |
|------------------------------------------------|-------------------------------------------|-----------------------------------------|-----------------------------------|------------------------------------------------|
| <input type="checkbox"/> O Exposure to weather | <input type="checkbox"/> O Extreme heat   | <input type="checkbox"/> O Extreme cold | <input type="checkbox"/> O Noise  | <input type="checkbox"/> O Dust, vapors, fumes |
| <input type="checkbox"/> C Time constraints    | <input type="checkbox"/> C Public contact | <input type="checkbox"/> C Deadlines    | <input type="checkbox"/> O Travel | <input type="checkbox"/> C Inside work         |

***Terms of Employment:*** As per Collective Bargaining Agreement.

***Compensation:*** As per Collective Bargaining Agreement.

***Evaluation:*** Performance of this job will be evaluated in accordance with Procedure WSD201.

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