

## **SPECIAL EDUCATION COUNSELOR**

### **A. QUALIFICATIONS:**

1. The Special Education Counselor shall have the general qualifications of a teacher as prescribed by the State Department of Education and shall have at least three (3) years of successful teaching experience; or shall have a current license as a specialist in school psychology (LSSP) from the Texas State Board of Examiners of Psychologists (TSBEP).
2. The Special Education Counselor shall hold at least a master degree from an accredited college or university, a valid counselor's certificate; or shall have a current license as a specialist in school psychology (LSSP) from the TSBEP.

### **B. APPOINTMENT:**

The Board of Trustees shall appoint the Special Education Counselor upon the recommendation of the Superintendent of Schools for a term of not more than two years and the contract will be considered for extension at the regular March meeting.

### **C. REPORTS TO:**

The Special Education Counselor shall be responsible to the building principal for the performance of all duties.

### **D. JOB PERFORMANCE STATEMENTS:**

1. Instructional Management
  - a. Assists in the administration of formal and informal tests.
  - b. Collects and interprets test data for use in student placement and instructional programs as needed.
  - c. Consults with school administrators, faculty, and other special service personnel relative to the curricular offering which meet the abilities, interests, and needs of students.
  - d. Collaborates with administrators and teachers in identifying students with special abilities and needs and in providing appropriate classroom placement.
  - e. Participates in the special education referral process, in ARD meetings and on Early Intervention Team (EIT) committee when appropriate.
  - f. Supports the placement of identified students with disabilities in the least restrictive environment.

## 2. School Climate

- a. Communicates effectively with students, professional staff, parents, and community in a positive manner.
- b. Is actively involved in the design and implementation of the district programs for special education students.
- c. Supports programs and actions that facilitate a positive, caring climate for learning

## 3. School Improvement

- a. Provides guidance services for counseling, consultation, coordination, and student appraisal to meet the educational, vocational, and personal-social needs of students receiving special education services.
- b. Utilizes appropriate data information systems and records necessary for attainment of the special education department's mission and overall school improvement efforts.
- c. Counsels and serves as a resource person for parents on problems affecting the orderly educational, physical, emotional, and social growth of the student receiving special education services.
- d. Makes recommendations to administration concerning the design and implementation of the district programs for the emotionally disturbed when requested.

## 4. Personnel Management

- a. Works cooperatively with staff to provide a continuous flow of information concerning students with disabilities needs.
- b. Develops staff development programs for staff when needed.
- c. Plans, conducts, and or assists with professional development regarding special education issues.

## 5. Management of Job Responsibilities

- a. Follows state and federal guidelines, board policies and district policies and procedures.
- b. Is prompt and thorough in completing assignments and attending to details accurately and efficiently.
- c. Maintains counseling logs and participates in the MAC Random Moment in Time Study and SHARS on-line billing system when appropriate.

## 6. Student Management

- a. Develops and implements effective counseling techniques with individual and/or groups of students receiving special education services to provide assistance in meeting academic and social needs.
- b. Provides crisis counseling and consultation as needed.
- c. Maintains confidentiality of counseling sessions and information except when the student's condition requires intervention.
- d. Conferences with students receiving special education services, teachers, and parents concerning grades and behavior and works collaboratively for improvement.
- e. Prepares and submits reports as required.
- f. Provides direct or consultation counseling services for students with disabilities.
- g. Assists in classroom and/or behavior management planning for students receiving special education services.
- h. Assists with the identification of students eligible for special education programs.
- i. Conduct functional behavior assessment, along with appropriate staff, for students with disabilities.
- j. Develop behavior intervention plan, along with appropriate staff, for students with disabilities and train staff on implementation of the plan.
- k. Gather data from appropriate staff to update behavior intervention plan for students with disabilities.
- l. Provide social skills training in the Structured Learning Classrooms (SLC)
- m. Provide social skills training per ARD for individual students with disabilities.

## 7. School/Community Relations

- a. Cooperates effectively in the role of counselor with appropriate agencies, community groups and school organizations.
- b. Works cooperatively with and coordinates the use of community referral services.
- c. Transports students when necessary for educational, medical, or appraisal purposes.

8. Professional Growth and Development

- a. Participates in district staff development training programs.
- b. Attends workshops and participates in local, state, and national professional organizations.
- c. Utilizes and shares information in professional development programs.
- d. Maintains a professional, ethical demeanor in accordance with generally accepted standards; complies with Texas Education Agency (TEA) code.

9. Other

- a. Performs other duties as assigned by the Superintendent of Schools.

E. EVALUATION:

1. The job performance statements shall constitute the criteria for an evaluation form with an evaluation code as follows:

NA	Measure Not Being Taken.
1	No Measurable Progress.
2	Progressed Toward The Goal.
3	Met The Goal.
4	Exceeded The Goal.
5	Significantly Exceeded The Goal.

2. The evaluation form shall contain a place for comments and general observations made by the evaluating person. These comments shall constitute additional criteria for evaluation.
3. The Special Education Counselor's evaluation is a responsibility resting with the building principal. An evaluation shall be completed in writing at least once during the course of the school year.
4. The building principal shall submit to the Superintendent of Schools or the staff person designated by the Superintendent of Schools, the completed evaluation of each Special Education Counselor at the time stipulated by the Superintendent of Schools.

5. Appraisals will be conducted according to the following calendar:

Action Plan and Goal Setting Conference	July - August
Data Collection and Analysis	September - May
Contract Recommendation	January
Summative Conference	May/June

F. SALARY:

The salary of the Special Education Counselor shall be based on the schedule adopted by the Board of Trustees for this position.

Source: Local  
Approved: 02-11-1992  
Revised: 07-15-2014  
Reviewed: