

Job Title: Dean of Student Services

Exemption Status/Test: Exempt/Administrator
in an Educational Establishment

Reports to: Secondary Principal

Date Revised: November 11, 2024

Dept./School: Assigned Secondary Campus

Primary Purpose:

Oversee the planning and implementation of a district wide comprehensive developmental guidance and counseling program. Function as part of the student services team to formulate plans with the school, student, and parents.

Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students. Deliver guidance curriculum in various group sizes. Coordinate with the dyslexia and Section 504 programs for the secondary campus. Provide support to students, parents, teachers, counselors, and administrators in the identification, evaluation, and development of individualized plans designed to support students in need of intervention.

Support the Implementation of state and federally mandated student assessment programs for the secondary campus. Assist with the security and integrity of testing materials and data in accordance with state and federal requirements.

Qualifications:

Education/Certification:

Master's degree from an accredited college or university
Valid Texas school counselor certificate

Special Knowledge/Skills:

Knowledge of counseling procedures, student appraisal, and career development
Excellent organizational, communication, and interpersonal skills
Ability to collaborate with others
Ability to present information in one-on-one, small group, and large group situations to students, parents, and district staff

Experience:

2 years secondary school counseling experience

Major Responsibilities and Duties:

Program Management and Administration

1. Oversee the development and implementation of a balanced, comprehensive, developmental counseling program that is consistent with district goals and objectives and includes guidance curriculum and responsive services for students.



2. Ensure that individual students and their parents are provided the resources and guidance to plan, monitor, and manage the student's educational and career development including creation and review of personal graduation plans and information about post-secondary opportunities.
3. Develop a guidance curriculum to deliver structured group lessons effectively and in accordance with students' developmental needs.
4. Advocate for a school environment that acknowledges and respects diversity.
5. Coordinate school, home, and community resources to enable students, parents, and others to be referred to special programs and services as needed.
6. Work cooperatively with campus administrators to develop a master schedule that addresses the academic needs of the students.
7. Develop an emergency plan and coordinate the activation and assignment of crisis counselors as needed.
8. Work cooperatively with directors and campus principals in developing and implementing dyslexia and/or Section 504 programs.
9. Consult with and assist campus-based administrators, professionals, teachers, and parents to meet the educational needs of students eligible for dyslexia and/or Section 504 services.
10. Assist campus teams in writing IEP and 504 plans that allow student access to the full range of educational and co-curricular opportunities that are available to all other eligible students in the district. Evaluate the necessity for specific accommodations.
11. Ensure campus teams monitor and review IEP and 504 plans at least once per school year.
12. Work with the testing coordinator on procedures for ensuring security and confidentiality of state-mandated testing programs and other assessments. Assist with the test implementation and monitor testing activities to ensure that procedures are followed, and deadlines met.
13. Provide timely support for testing administrators.
14. Consult with staff to provide appropriate testing accommodation for Limited English Proficient (LEP) students and students receiving special services.
15. Facilitate the appropriate training of students and staff to fully utilize all online accommodations embedded in the online state assessment platform mandated by special program legal requirements.
16. Identify, investigate, and address testing irregularities. Report discrepancies and disciplinary actions taken against students as required.
17. Develop and distribute statistical studies, analyses, and evaluation reports as required.

18. Work with instructional teams to analyze test data and develop student achievement goals and objectives.
19. Consult with district staff to develop, administer, and interpret assessment guidelines and procedures.

Policy, Report, and Law

20. Comply with policies established by federal and state law, State Board of Education rule, and board policy. Recommend changes to district policies and develop and update procedures and guidelines related to counseling programs and services.
21. Adhere to legal, ethical, and professional standards for school counselors including current professional standards of competence and practice.
22. Compile, maintain, and file all reports, records, and other documents.
23. Maintain and ensure integrity of testing data. Ensure all materials and data are submitted within established timelines.
24. Complete evaluation and compliance reports as required by federal and state programs.
25. Track and monitor location of test materials throughout the distribution, return, and storage process.
26. Compile, maintain, file, and secure all reports, records, and other required documents.

Budget

27. Develop and administer a counseling budget based on documented needs and ensure that programs are cost-effective and funds are managed wisely.

Personnel Management

28. Assist campus administrators in hiring and evaluating teachers.

Consultation

29. Assist campuses in the development, implementation, and/or participation in professional development of instructional methodologies that allow curriculum accommodations and differentiated instruction based on student learning needs resulting from dyslexia, a disability, specific condition, or impairment.
30. Plan and conduct parent meetings. Consult with parents, administrators, counselors, teachers, community agencies, and other relevant individuals regarding dyslexia students.

Other

- 31. Follow district safety protocols and emergency procedures.
- 32. Assist with other campus/district needs as requested by the administration.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; standard instructional equipment

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds)

Environment: Work inside, may work outside; frequent district-wide travel

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____