Position Summary

Through comprehensive school counseling programs of developmental, preventive, remedial, and responsive services, School Counselors address academic development, career development, and personal/social development of students; utilizing leadership, advocacy, and collaboration, School Counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students; involves the principal and/or administrator and other school/District staff in making decisions about the school counseling program; advocates for all students; provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students; consults with students, parents, teachers, and other school and community members to assist in meeting the needs of all students; coordinates all counseling services for students and assists with the coordination and implementation of student services in the school; accurately interprets test results and other student data; assists teachers with the educational placement of students by using appropriate educational assessment strategies; identifies students who are at risk or below the minimum academic requirements established by law and/or District policy; develops a list of coursework and experience necessary to assist each student at risk to successfully transition to high school and meet all graduation requirements; adheres to ethical standards of the counseling profession, and abides by state and federal laws and District policies and procedures; participates in professional development and/or associations to upgrades professional knowledge and skills in the discipline.

**Elementary School Counselors** work with students to identify their strengths, interests, and needs; help parents and teachers identify potential behavioral problems with their students, and provide students with support as they try to overcome disabilities or developmental problems; frequently monitor students in classroom and play settings, and may suggest changes to the curriculum so that it better meets the needs of the students.

**Middle School Counselors** help students achieve their academic, personal, and career-related goals; help students evaluate options that they might potentially be interested in; actively participate in appropriate placement and scheduling of all students; provides information and assistance to students and parents which enable them to make informed choices regarding academic and elective classes; provide support in transitioning students from elementary and to high school; explains the coursework and academic progress needed for satisfactory completion of middle School; explains the necessity of passage of the high school final examination and the availability of career technical education; assists with student scheduling and facilitates proper class placements based on individual student needs; facilitates new student orientation; assists principal in planning and implementing programs for students with special needs; dropout prevention help students resolve difficult social situations.

**High School Counselors** help students develop college/career plans; responsible for scheduling students’ classes, and make sure that the classes they schedule align with the students’ college and career goals; help students understand the college application process,
help students identify financial aid and apprenticeship opportunities; meets individually with every 11th or 12th grader (and parent or guardian, if practicable) to review their academic record; explains educational options including: college preparatory programs, vocational programs, occupational centers and programs and any other alternatives available to students within the district; explains the coursework and academic progress needed to graduate; assists with student scheduling and facilitates proper class placements based on individual student needs; facilitates new student orientation; assists principal in planning and implementing programs for students with special needs; help students work through difficult social situations.

**Supervisory Relationship**

This position reports to a school principal and/or administrator.

**Essential Functions**

*The following are examples of principle duties; however, any one position may not cover all duties listed and examples may not cover all duties an employee is expected to perform.*

1. **Program Planning**
   - Organize the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation. Identifies student needs based on input from students, parents, and teachers. Develops recommendations and interventions for classroom teachers, aides, and parents. Assists teachers in developing classroom group counseling/discussion skills through modeling of social skills and self-esteem building. Report to school administration and staff about the goals and services of the counseling program. Evaluate counseling services and activities. Initiates and coordinates school-wide counseling services and activities. Plans and conducts special events as assigned. Helps school administration develop plans and programs that benefit student and staff development. Manages time effectively and provides services on schedule. Complete assignments according to scheduled timelines Maintains a calendar of activities and services of the school counseling program. Is punctual. Maintains an organized, functional, and up-to-date office hours. Keeps materials up-to-date and filed in a manner easily accessible to others. Seeks input from principal, teachers and staff in making decisions about the school counseling program.

2. **Counselling:**
   - Provides individual and group counseling to students relative to academic, social, behavioral, vocational or other personal concerns. Establishment of a positive learning environment that promotes a high level of achievement for all students while considering the background and developmental level of the individual students. Provides crisis intervention assistance to schools and students regarding emergencies (deaths, suicides, etc.). Sends written communications to parents/teachers to check on student progress. Schedules follow-up contacts with students. Uses a wide variety of assessment techniques to evaluate students’ academic skills, learning aptitudes, personality and emotional development, adaptive behavior, and social skills. Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services; applies interviewing, observation, and other assessment techniques in determining appropriate services; explains rationale for using particular assessment or diagnostic techniques; has appropriate selection procedures for establishing groups. Follows up individual and group counseling to monitor student progress. Integrates assessment data into a concise,
organized and educationally relevant evaluation report. Prepares and maintains a variety of reports, correspondence and notices. Maintains accurate and complete student documentation as required by law, district policy and administrative regulations.

3. **Consulting**
   Demonstrate knowledge of consulting processes and techniques with students, parents, teachers, and administrators. Uses appropriate consulting processes and techniques in individual and group settings. Distinguishes between consulting and counseling relationships. Holds parent/teacher conferences. Participates in staff meetings and IEP meetings. Assist parents and teachers in understanding and responding to developmental levels of students. Help teachers and parents understand student test performance in relation to student development. Provide behavioral suggestions to teachers and parents that are developmentally appropriate for students. Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs, group guidance, and teacher in-service). Conducts parent programs to provide information/instruction. Conducts teacher in-service based on assessed teacher needs. Interprets test data to assist school staff with curriculum planning. Hold individual and group conferences with students, teachers, and parents about test results. Participate in curriculum revision based on testing results.

4. **Coordinating**
   Communicates effectively with students, parents, and staff. Uses correct verbal and written communications. Maintains communication with appropriate community agencies. Informs students and parents about career opportunities, post-secondary application procedures, financial aid, etc. Advocates for all students. Demonstrates an awareness of the cultural differences and needs of students in the school. Assists the principal/administrator identify and make appropriate corrections to programs and policies that may be discriminatory towards minority students or students with disabilities. Ensures that all students have equal access to the counseling program. Shares appropriate information about students with school personnel, parents, and community agencies. Demonstrates confidentiality in dealing with others. Provides information to teachers/parents for implementing developmental and remedial strategies. Uses proper procedures to assure that access to student records conforms to applicable federal and state laws and District policies and procedures. Makes appropriate referrals of students to school and community programs. Remains knowledgeable about local and state service agencies. Follows established procedures in making referrals. Maintains communications with local agencies. Follows up to determine effectiveness of referrals services. Assists with coordination of student services in the school. Meets with other student services professionals (i.e. nurse, social workers, and psychologists). Coordinates efforts and collaborates with other District staff and student services workers to avoid duplication of services. Assists with coordination of the school's annual testing program. Provides in-service to teachers on correct administration procedures for the testing program. Distributes and collects testing materials. Takes part in crisis team involvement to any school site as needed.

5. **Student Assessment**
   Interpret standardized test results and other available student data to promote sound decision making among students and others involved in students' development. Promote understanding of ethical and legal uses and limitations of assessment. Interprets testing results and other student data accurately. Interprets summary report of annual testing to administration and staff. Confers with parents about their children's test results. Helps
teachers understand student data when transferred from other schools. Conducts non-standardized educational assessment according to professional practices (e.g., classroom observation). Uses appropriate interviewing techniques in gathering information from students, parents, and teachers. Makes appropriate use of informal questionnaires and interest inventories. Uses standardized tests and inventories according to published practices and professional standards. Follows standardized procedures when administering tests. Uses tests and other instruments as required or mandated.

6. **Professional Behavior/Professional Standards:**
Serves on committees to develop programs, program goals and objectives. Keeps current on available resources provided by community agencies. Attends conferences, workshop and other professional development to maintain current knowledge of school counseling. Maintains appropriate levels of confidentiality.
Meets the standards of Competent and Ethical Performance as outlined in Oregon Administrative Rules (OAR 584-020-000 to 584-020-0045). Collaborates with school personnel to develop school-wide initiatives to make schools safer and more effective.

**Required Knowledge, Skills and Abilities**

- Skill in using tact, discretion, initiative and independent judgment within established guidelines.
- Skill in organizing work, setting priorities, meeting critical deadlines, and following up on assignments with a minimum of direction.
- Skill in communicating clearly and effectively, orally and in writing.
- Ability to work collaboratively with a broad and diverse population of students, families, peers and colleagues.

**Workplace Expectations**

- Maintain regular attendance to work and work related activities. Is punctual to meetings, completes work assignments with deadlines, and follows established schedules.
- Specialist is dressed and groomed in a neat, clean and appropriate professional manner for the assignment and work setting.
- Specialist maintains the integrity of confidential information relating to a student, family, colleague or district patron. Uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
- Follows all district or supervisor policies, rules, regulations, memos, bulleting, announcements, applicable to Mental Health position descriptions, and reasonable requests by proper authority.
- All licensed employees will meet the Teacher Standards and Practices Commission (TSPC).
- Standards for Competent and Ethical Educators and District Standards for Performance.

**Minimum Qualifications**

**Education**

- Master’s degree in School Counseling from an accredited college or university; **AND**
- Valid Oregon TSPC license, School Counselor endorsement – **Required.**
**Experience**

- School counseling experience.
- Demonstrate sensitivity/understanding of interpersonal relations with students and persons of diverse cultures and backgrounds required.
- Leadership and management skills highly desirable.

**Physical/Mental Requirements:**

*Employees in this position must have the ability to:*

1. Sit for extended periods of time.
2. Enter data into a computer terminal/typewriter, operate standard office equipment, and use a telephone.
3. Have sufficient visual acuity to be able to work with computer monitor, print texts, and hand written documents.
4. Hear and understand speech at normal levels and on the telephone.
5. Speak so that others may understand at normal levels and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height.
7. Must be able to 1) define problems, collect data, establish facts, and draw valid conclusions, and 2) interpret an extensive variety of technical instructions in mathematical or diagram forms and deal with abstract and concrete variables.
8. Work cooperatively with students, parents/caregivers, school personnel.
9. Demonstrate sensitivity/understanding and interpersonal relations with students and persons of diverse cultures and backgrounds.

**Work Environment:**

Employees in this position will be required to work in indoor and outdoor environments and come in direct contact with students, staff, district staff, and the public.

**Work Year and Benefits**

This position follows the regular teacher work year and working conditions are governed by the collective bargaining agreement.

**Salary**

Salary and benefits based on current District Salary Schedule and collective bargaining agreement.

**Evaluation**

Job performance will be evaluated in accordance with the law and Board’s policy on Evaluation of Licensed Employees.
Employee Statement

“I have reviewed the above position description and understand its contents.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).

_____________________________________                         __________
Employee Name (Print)                                                                   Date

_____________________________________                        ____________
Employee Signature                                                                        Date