



Position Title: **Counselor**

Department: Building

Reports To: Building Principal

SUMMARY: Provides and promotes a comprehensive school counseling program to support the academic, career and social/emotional development of every student of the Ontario School District. Acts as a systems change agent to improve equity and access, achievement and opportunities for all students.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

1. Manages the OSD Comprehensive School Counseling Program (CSCP) based on the ASCA and Oregon's CSCP Framework
2. Implementation of **DIRECT SERVICES** including: Response, Advisement, Appraisal
 - a. Response
 - i. Short-Term Individual Counseling: academic, career, social-emotional, interpersonal
 - ii. Short-Term Group Counseling: Target populations
 - iii. Goal Oriented School-Wide Counseling Services: Red Ribbon, Attendance workshops etc.
 - iv. Instruction: Classroom Character Trait/Interpersonal Lessons
 - v. Crisis Planning/Response
 - vi. Peer Mediation
 - vii. Assist school transitions (elementary to middle to high school & other changes)
 - b. Advisement
 - i. Helps individual students make an education plan that supports academic, career, and personal/social goals
 - c. Appraisal
 - i. Assists students in exploring future options by examining abilities, interests, and skills (Graduation requirements, check-in check-out, PSAT, ACT, SAT performance, career surveys, college searches, etc)
3. Implementation of **INDIRECT SERVICES** including: Referrals, Consultation and Collaboration
 - a. Directs students and parents/guardians to school and/or community resources
 - b. Consults and collaborates with student, staff, parents/guardians and community organizations to support student's personal/social and/or career development

- c. Networks/coordinates with specialist and outside agencies
 - d. Supports programs that are an extension of the counseling program (Financial Aid, College Fair, Parent Nights, PBIS Nights, etc)
 - e. Serves as member MTSS teams when requested and available
 - f. Serves as a member of student threat assessment and suicide screening teams
 - g. Serves as 504 Coordinator/Case manager
 - h. Attends meetings (CRT, CCN, IEP, Parent/Teacher Conferences as appropriate)
4. Empowers students to be advocates for themselves and others
 5. Engages in professional development and participates in district and school meetings
 6. Adheres to ethical practices of the state and national counseling associations
 7. Follows applicable standards, policies, protocols and procedures of the school and district
 8. Communicates/consults with students, staff and parents about students' school-related needs
 9. Encourages staff involvement to ensure implementation of Comprehensive School Counseling Program providing resources and in-service training as needed
 10. Provides intervention/support in crisis situations
 11. Designs procedures to measure student outcomes
 12. Serves as a member of EBIS, RMT, and RTI teams as assigned by building administration
 13. Participates in an annual review of the district's comprehensive school counseling program and offers recommendation for improvement
 14. Works proactively with students to remove personal and social barriers to learning
 15. Corresponds with district staff and stakeholders including via email
 16. May be asked to translate, if applicable
 17. Maintains regular on-time attendance

ADDITIONAL LEVEL DUTIES AND RESPONSIBILITIES:

Secondary (7-12):

1. Assists students from middle school through high school with course selection, schedule adjustments, and alternative placement options

SUPERVISORY RESPONSIBILITIES: None

QUALIFICATION REQUIREMENTS:

1. Elementary(K-6): Valid Counseling License from Oregon Teacher Standards and Practices or approval by Oregon Department of Education as a Child Development Specialist

2. Secondary(7-12): Valid Counseling License from Oregon Teacher Standards and Practices
3. Thorough knowledge of the Comprehensive School Counseling Program (CSCP) Framework
4. Knowledge of growth and developmental stages of children
5. Ability to work effectively as part of a team or independently with staff, students, and parents
6. Ability to use a computer and other technological equipment
7. Excellent oral and written communication skills with the ability to speak effectively to large and small groups
8. Excellent human relations skills with the ability to establish good relationships with diverse individuals and groups
9. Ability to manage a wide variety of guidance information
10. Problem solving skills & knowledge of problem solving methodology
11. Ability to maintain and verify completeness of records

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.

REASONING ABILITY: Ability to apply commonsense understanding to carry out detailed and basic written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

PHYSICAL DEMANDS: The physical demands described here are representative 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.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and audio visual carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

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.

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

I have read and understand this job description.

Signature

Date