

Roseburg Public Schools
Roseburg, Oregon

SCHOOL COUNSELOR

DEFINITION

The Secondary School Counselor is a person, who, under the supervision of the building Principal, provides services to students, teachers and parents, and coordinates community resources in an attempt to produce an atmosphere that facilitates a positive learning environment in the schools.

REPORTS TO: Administration

DISTINGUISHING CHARACTERISTICS

The School Counselor will be responsible for direct implementation of the program's operational objectives, primarily designed to enhance student success by facilitating collaboration between teachers, students, parents and others to develop skills for learning and living in safety; emotionally, physically and socially.

ESSENTIAL FUNCTIONS:

- Guide students in course and subject selection, career interests, and prevention services.
- Program management and evaluation is required, as well as supervisory duties.
- Maintain student records and their confidentiality.
- Evaluate student data for correct educational placement.
- Dropout prevention.
- Assist students in evaluating career interests and choices.
- Collaborate with parents, staff, students, and outside agencies.
- Seek assistance from agencies and other resources when necessary.
- Provide assistance to staff in areas such as Multi-tiered instruction response to intervention and evaluation of data.
- Develop and manage 504 Plans.

EDUCATION

- Degree in areas such as guidance, child development or secondary education is preferable.
- Individuals contracted as a School Counselor shall hold a Teacher Standards and Practices Commission issued license with School Counselor Secondary Endorsement.

EXPERIENCE

- Preferable, large high school experience. Also experience in guidance, special education or related fields.

QUALIFICATIONS

Demonstrate an understanding of the behaviors and needs of the child adolescent with skills to guide and support students towards personal growth and development.

Knowledge of:

- Policies and procedures in the school setting.
- Individual and family counseling.
- Learning theory and its application in the classroom.
- Organizational and management techniques.
- Genuine appreciation and understanding of middle/high school students.
- Response to intervention.
- Multi-tiered instruction.
- Evaluation of data and assessment.
- Basic knowledge of Individual Education Plans.

Ability to:

- Establish rapport with students, parents, and staff.
- Connect with outside resources.
- Communicate effectively.
- Experience serving students in different socio-economic levels is desirable.
- Demonstrated leadership roles in seminars, workshops, or in-service programs is desirable.
- Mental and physical skills and abilities required to perform essential functions of the position and the ability to meet counselor performance standards.
- Understand graduation requirements and read transcripts.

EXAMPLES OF DUTIES

- Organizes and implements the guidance curriculum in secondary schools.
- Coordinates student course scheduling, and tracks graduation requirements.
- Fulfills other related duties as assigned or assumed.
- Works with and serves as a resource to students, staff members, and parents in promoting the total development of each student.
- Maintain current records. Protects confidential written and verbal information.
- Initiates requests to school authorities to refer a student to another agency for further assessment and/or treatment.

PHYSICAL REQUIREMENTS: 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 functions, duties and responsibilities of the job.

Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus. While performing the duties of this job, the employee is:

- Regularly required, in an 8-hour day, to sit for 1-4 hours; stand/walk/move around for 4-6 hours; drive 1-3 hours.
- Regularly required to talk and hear.

- Regularly required to use hands to finger, handle or feel objects, tools or controls.
- Lifting 40 pounds occasionally with occasional sitting and frequent standing / walking.
- Frequently required to stand or walk (occasionally on an uneven surface), reach with hands and arms, stoop and/or bend.
- Occasionally required to travel within the district, and infrequently travel outside the district.

While performing the duties of the position, the employee works with standard office and/or instructional equipment with moving mechanical parts.

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 could be low to moderate. The employee's work is most frequently indoors, but occasionally requires going outdoors in the weather to pass from building to building and drive from site to site.

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions, or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify, or delete any aspect of this (*or the position*) at any time as it deems advisable.

WORKPLACE EXPECTATIONS

- The employee has regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.
- In every aspect of this position, employee must exercise honesty and ethical behavior, including but not limited to: in communication and relationships with staff, students and the public; use of time and district property as well as representation of absence from duty leave.
- The employee is dressed and groomed in a neat, clean, and appropriate professional manner for the assignment and work setting.

- The employee maintains the integrity of confidential information relating to student, family, colleague or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
- The employee follows all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authority.

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. When this happens, the district will provide me with the revised job description and I will remain responsible for knowledge of its contents.
- I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation(s) in order to fulfill any or all of these essential functions, I will inform the district prior to actually beginning work in this position.

Employee Name (please print) _____

Signature _____

Date _____