



Oraville School District #410

"Pride of the Valley"

Jeff Hardesty, EdD, Superintendent
Leoni Johnson, High School Principal
Jamie Mikelson, Elementary School Principal
Kelly King, Programs Director

Travis Loudon – Vice Chairman
Katherine Castro – Board Member
Mike Egerton – Chairman
Kolo Moser – Board Member
Dwayne Birmingham – Board Member

Junior/Senior High School Counselor

Reports To: JH/HS Principal

Salary Schedule: Certificated Salary Schedule

Building: Junior/Senior High School

Hours/Days: 7.25/180+

Certification: WA Teaching Certificate; School Counseling Certificate

Position open until filled

JOB SUMMARY:

The role of the junior/senior high school counselor is to provide a comprehensive guidance and counseling program designed to address the social, emotional, educational and occupational needs of all students to assist in preparing students for entering into college, trade schools, or the workforce. The counselor will collaborate and partner with parents, staff and community members to help design and support intervention and enrichment activities and strategies that meet student's social, emotional, and academic needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- To guide and counsel individuals and groups of students through the development of educational and career plans, which may include:
 - Meeting with students whose names appear on the low-grade list for each marking period and, if appropriate, formulating a plan of action for success involving the student and the parent, and meeting regularly to monitor, adjust and communicate progress of student plans (progress monitor)
 - Planning and/or promoting programs which enhance the academic, social or emotional growth of students, (i.e., Career Fair, Job Shadow/Internship Opportunities, Work Based Learning, Project Based Learning, Graduation, opportunities for student enrichment and/or remediation, scholarship opportunities and parent informational programs)
 - Academic reviews for students in grades 9-12
 - Working with students who have discipline, attendance and academic problems and are referred by teachers, parents or administrators
 - Ensuring that students are aware of requirements for graduation and college/trade school admission, as well as any WIAA requirements that may be necessary for athletic participation
 - Guiding each student to choose courses that align with their High School and Beyond Plan (HSBP)

- Helping students develop post-secondary educational plans in accordance with their HSBP, interests, abilities and career plans
 - Assisting students with the completion of college admissions and financial aid applications
 - Organizing and promoting standardized assessment opportunities and interpreting test results to students and/or parents on request (i.e. SAT's, ACT's, ASVAB, SBAC)
 - Assist teachers in managing College in the High School and Advanced Placement courses and assessments
 - Assisting the principal in the preparation of diploma lists and identification of honor graduates including Valedictorian and Salutatorian in preparation for Graduation;
 - Assuring that appropriate, accurate information is maintained in each student's permanent, cumulative record
 - Makes necessary schedule changes for individual students that are both appropriate for their abilities and aligned with their educational and career plans as shown in their HSBP
- Counsels individuals and small groups of children toward social, emotional and academic growth
 - Consults with and serves as a resource for students, staff and parents regarding developmental needs of students, which may include:
 - Identification and referral of students for Child Study Team Meetings
 - Creation and oversight of Section 504 plans
 - Active participation in Special Education meetings
 - Conference with individual students who have experienced a trauma, a death in the family or serious illness, and notification of their teachers
 - Work with teachers to better help them understand students with physical or social/emotional challenges
 - Schedules and facilitates Child Study Team (CST) meetings as chair
 - Engages in implementation and monitoring of the RTI & PBIS models
 - To refer students and parents/guardians to appropriate school and community resources
 - To participate in, coordinate, conduct activities which contribute to the effective implementation of the high school component of the K-12 guidance curriculum
 - To evaluate and revise the building guidance and counseling program
 - To assist in the development of a District Assessment Program and the interpretation of testing and assessment results related to career guidance
 - To continue personal professional growth and development
 - Assist in building a positive and collaborative culture among staff
 - Demonstrates ethical behavior and confidentiality of information about students in school environments and the community
 - Takes a lead role in the development of master schedule and student scheduling with attention to above responsibilities pertaining to student needs
 - Other duties as assigned by the administration

OTHER IMPORTANT SKILLS/ABILITIES:

- Ability to work a flexible schedule including work as directed outside of the school calendar
- Possess behavior modification skills, knowledge of motivational techniques, and understanding of various learning styles

- Demonstrated ability to work independently, be self-motivated, adjust to new situations and problem solve
- Ability to design, implement, supervise and adapt individualized student educational programs and services
- Demonstrated ability to maintain accurate inventories, records, data and reports as required by the district and state
- Demonstrated ability in, and willingness to utilize different strategies to meet students' skill levels, learning styles, social/emotional needs and career interests
- Possess knowledge and business experiences to design and implement a current and effective career education curriculum K-12
- Demonstrated public relations skills to work effectively with students, parents, administration and the public in delivering a complete counseling program
- Demonstrated proficiency in the use of technology and software in areas related to curriculum, internet, career research and exploration
- Excellent communication skills with youth and adults
- Deep reservoir of patience
- Ability to remain calm and clear-headed under pressure
- Understands emotional needs and limits of self and at-risk youth
- Knows and practices stress and anger reduction techniques
- Knows and understands group and individual problem-solving techniques
- Understands elements of group dynamics
- Understands cultural and poverty issues with regards to individuals and families and how these issues impact education
- True sense of caring for the success and needs of youth
- Sense of humor, reflective, and positive
- Solution minded
- Commands a belief that all students can learn at high levels
- Complies with the notion that failure is not an option
- Can balance professional and personal demands and activities
- Deals with students in a positive and confident manner
- Be fair and consistent when working with a culturally, racially and economically diverse student population
- Adapt to change and remain flexible
- Organize activities
- Manage student behavior while using good judgment to maintain a safe learning environment
- Provide instruction and demonstrate techniques
- Use necessary equipment, computers, machinery, tools, or software
- Direct assistants; use verbal and non-verbal means of communication
- Deal with specific physical or emotional disabilities and associated conditions, such as, severe behavior disorder
- Attend to various physical and hygienic needs of students
- Establish and maintain effective, positive working relationships with students, parents or guardians, specialists, staff and administrators

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Bachelor’s/Master’s Degree in Counseling/Guidance, Education or Social Work
- School Counseling Certification
- Minimum of 1 year of school counseling or teaching experience

JOB REQUIREMENTS UPON HIRING:

- Fingerprinting and background check on every employee
- Washington State Patrol and FBI Clearance
- Washington State Sexual Misconduct Disclosure Release

ACKNOWLEDGMENT:

I have read and understand this Job Description and I am physically able or with reasonable accommodation, will perform these duties to the best of my knowledge and ability.

Reasonable Accommodations Needed:

EMPLOYEE

SIGNATURE: _____ DATE: _____

Employee’s Printed Name