

JOB OPENING #724

2024-2025

HIGH SCHOOL COUNSELOR & ACADEMIC ADVISOR

Location: Cascade High School
1.0 FTE

DATE POSTED: April 25, 2024

DATE CLOSED: Open Until Filled

SALARY: Salary and benefits based on current district salary and collective bargaining agreement.

APPLICATION PROCEDURE:

1. Application through Frontline Recruiting & Hiring

COMMUNITY EXCELLENCE THROUGH EDUCATION

Cascade School District, USDA, and the State of Oregon are equal opportunity providers and employers.
If you require reasonable accommodations for the application/interview process, please call Cascade School District Human Resources at (503) 749-8010 ext 1802 or speech/hearing-impaired persons may contact the district for assistance through Oregon Relay at 711.



SCHOOL COUNSELOR

Primary Function:

Works with the Principal in carrying out the school's guidance and counseling program, which is based on the American School Counseling Association model. As a professional educator with a mental health perspective, the counselor understands and responds to the needs of a diverse student population. The counselor provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' social emotional development, academic achievement and career preparation. The school counselor may be assigned at the elementary, middle, or high school level.

Supervised By:

Building Administrator

Essential Functions:

1. Implements the district's counseling and intervention program and serves as a resource for building staff and parents in working with students to promote a positive school climate, and helps students develop a positive self-concept. Consults with district administration and building staff to develop curriculum meeting the identified needs of students. Participates in or leads development of positive behavior support systems and development of intervention strategies. Uses the majority of time providing direct services through the guidance curriculum, individual student planning and preventive and responsive services, and most remaining time in program management, system support, and accountability.
2. At the elementary level, provides for early identification of students' academic and personal/social needs to help remove barriers to learning, promote academic achievement, and create a foundation for future success.
3. At the middle and high school level, provides a comprehensive developmental school-counseling program to create a supportive climate and atmosphere wherein your adolescents can navigate the passage from childhood to adolescence and achieve academic success. The middle school counselor helps students explore a variety of interests; connect their learning in the classroom to its practical application in life and work; search for their own unique identity as they begin turning more frequently to peers for ideas and affirmation.
4. At the high school level, assists students in the transition into adulthood and the world of work as students begin to separate from parents, explore, and define their independence. Helps students evaluate their strengths, skills and abilities, explore career choices, and develop decision-making skills. Provides programs and support to students as they face increased pressures regarding high-risk behaviors. High school counselors enhance the learning process and promote academic achievement by helping students acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community.
5. Provides school orientation to new students, plans for, and assists students in grade level transitions. Participates in developing and managing both school and individual student schedules through utilization of a student information system. Determines student placement and, at the secondary level, guides students in course selection. Coordinates or participates in the process for identification of students with unique educational needs and reports these to the appropriate district personnel: for example, 504 plan development, multidisciplinary and

care team meetings. Consults and collaborates with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs. Provides academic, vocational, and personal counseling to students. Assists students at the secondary level in post-secondary planning and applications.

6. Works directly with students to help them learn how to manage themselves, friendships, family change, emotional regulation skills, improve study and test-taking skills, organize information, make decisions, and deal with change. Guides and assists students in peer relationships and in developing effective coping/personal safety skills necessary to refuse participation in substance abuse, physical violence, or other at-risk behaviors. Provides individual and small-group counseling to support individual and peer group intervention.
7. Coordinates the effort necessary for the referral of families to special in-district and out of district services. Assists with staff training, including training in the identification of high-risk youth and effective interaction with those students in the school setting. Provides referrals for students and their families related to use, misuse and abuse of drugs, alcohol and tobacco. Provides appropriate information to school personnel related to the comprehensive school counseling program.
8. Makes class, family and community presentations in areas deemed developmentally appropriate. For example, bullying prevention, problem solving, study skills, goal setting, career awareness and the world of work, substance abuse education, parenting, school-to-work, and inclusivity.
9. Initiates and maintains adequate student and office records and school data for the coordination of a student's total program. Uses available technology resources to enhance the school counseling program. Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.
10. Performs other duties as assigned.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned.

Evaluation

This position will be evaluated based upon the essential and marginal duties and responsibilities as outlined above as well as held to the standards as outlined in the evaluation system, certified collective bargaining agreement, and employee handbook.

Minimum Qualifications

1. Successful completion of a degree in school counseling and valid state (TSPC) certification(s) as a school counselor.
2. Ability to work well with others. Focuses on resolving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others' ideas; contributes to building a positive team spirit.
3. Ability to effectively communicate verbally and in writing with parents, students, and staff.
4. Demonstrated ability to apply and use effectively a variety of personal family counseling models.
5. Commitment to effective collaboration and teaming within a professional learning community.
6. Strong assessment, analytical, and diagnostic skills.
7. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of a comprehensive guidance-counseling program.

8. Knowledge and skill in the use of strategies necessary to meet the diverse needs of students.
9. Skill and ability to utilize technology to aid assessment, planning and implementation of the counseling program.
10. Skills and ability to serve as an educational leader including the ability to plan, organize, and facilitate staff meetings, planning processes, and cultural community projects and events.
11. Demonstrated understanding of the American School Counseling Association comprehensive school-counseling model.

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.

Subject to inside and outside environmental conditions with routine exposure to the weather including seasonal heat and cold. Subject to working in a school/office environment with travel to various school sites.

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 essential functions.

While performing the duties of this job, the employee is frequently required to sit, speak, move about, hear and be visually observant of classroom behavior and learning activities. The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues according to established protocols.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties and responds according to established protocols.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.

Regular attendance at work and work activities is required.

Work Year: Elementary – 191 days
Junior High – 196 days
High School – 202 days
Bargaining Unit: Certified
FLSA Status: Exempt
Date Revised: May 2023

Equal employment opportunity and treatment shall be practiced by the District regardless of an individual's perceived or actual race, color, national or ethnic origin, religion, sex, sexual orientation, age, marital status, pregnancy, familial status, economic status, veteran's status, genetic information or mental or physical disability, if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.