



SCHOOL COUNSELOR

BASIC FUNCTION

The School Counselor implements a comprehensive program designed to guide and assist elementary, middle, K-8, high and/or alternative school students to develop the skills necessary to achieve success throughout the Pre K – twelfth grade experience. Counselors provide services that prepare students to build competencies in academic, career and personal/social development and promote a lifelong ability to learn, work and live through leaderships between home, school and the community.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Provide students with a planned and sequential school counseling program; assist students in transitioning between grades and school levels. “E”
- Provide academic development support to students, parents and other stakeholders with information about district and community educational resources; participate in scheduling students for classes to assure academic and personal needs are met; recommend and support interventions for at-risk students; arrange for class changes and class balancing; collaborate with Special Education, ELL case managers and others to support students with special needs. “E”
- Assist students with personal and social development; provide information about community resources for personal and social needs; counsel students individually and in groups concerning social or personal issues which affect educational progress; provide information, counseling and referral for students with alcohol, drug, social and/or related issues. “E”
- Assist students in development of cultural sensitivity and respect for individual differences; development of communication, problem-solving and decision-making skills. “E”
- Communicate with parents, staff and other designated personnel regarding individual student issues and concerns. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy. Participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Assist students in exploring personal abilities, interests and skills in order to design academic plans and life goals; provide information to assist students, parent and the community the ability to investigate and access college and career information through a variety of resources. “E”
- Coordinate on-campus and community college fairs, speakers, representative visits and similar events; maintain, coordinate and communicate scholarship opportunities and financial aid information; coordinate scholarship selection committee for school sponsored scholarships; attend district, college,

university and other post-secondary educational institution meetings to represent PPS student and community interests. "E"

- Operate a variety of school and office equipment, computer and peripheral technologies, to record information and generate lists, reports and other materials; utilize a variety of word processing, database, presentation, webpage, spreadsheet, internet, intranet and other software. "E"
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

A school counselor provides academic and interpersonal assistance to students at an elementary, middle, K-8, high and/or alternative school. 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.

EMPLOYMENT STANDARDS

Knowledge of:

Effective counseling program needs assessment, goal setting, plan formulation and program evaluation strategies.

Counseling theories, models and techniques for individual and group counseling.

Appropriate counseling processes and techniques for individual and group sessions essential to meet developmental, preventive, and remedial needs of students.

Assessment and diagnostic procedures for determining and structuring individual and group counseling services.

Consulting processes and techniques for work with students, parents, teachers, and administrators.

Parent education programs, group guidance, teacher in-service training methods.

Educational assessment tools and techniques.

Ability to:

Initiate and coordinate school-wide guidance and counseling activities.

Follow up individual and group counseling to monitor student issues.

Assist parents and teachers in understanding and responding to developmental levels of students.

Present instructional/informational programs to groups of students, parents, and teachers.

Interpret achievement and aptitude test data to assist school staff with curriculum planning.

Assist teachers with the integration of guidance activities into the curriculum.

Adhere to ethical standards of the counseling profession.

Interpret testing results and other student data accurately

Use standardized tests and inventories according to published practices and professional standards.

Share appropriate information about students with school personnel, parents, and community agencies.

Learn and implement Portland Public School's Racial Equity Initiative and other board policies.

Manage workflow and perform multiple complex and responsible activities simultaneously with constantly changing priorities and deadlines.

Demonstrate a strong customer service orientation.

Maintain confidentiality and demonstrate discretion, initiative and good judgment.

Analyze situations accurately and adopt effective course(s) of action.

Establish and maintain cooperative and effective working relationships with others.

Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.

Learn and operate a variety of school and office technologies and software.

Education, Training and Experience:

Must be properly licensed by the Teacher Standards and Practices Commission, including current Counseling Certification issued in the State of Oregon.

Special Requirements:

Positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver’s license.

Work hours may include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8 and/or High School campus environment with extensive student, parent and public contact and frequent interruptions. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt
Bargaining Unit: Portland Association of Teachers (PAT)
Salary Grade: Per Contract

Approval Date: December 10, 2013

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.
Board of Education Policy 1.80.020-P