



**District OR-1: Home of the Panthers!
Job Description: Elementary School Counselor**

Updated: April 2021

It is the policy of District OR-1 to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

JOB TITLE: Elementary School Counselor

REQUIREMENTS:

- Masters degree or higher required from an accredited university or college
- The candidate must possess a School Guidance Counselor endorsement
- Other endorsements as required by NDE Rules 10 and 24 and all other required certification
- Willingness to complete required training in accordance with district guidelines
- Successful teaching or practicum experiences working with diverse populations
- Proficient with technology
- Such alternatives to the above qualifications as the Board of Education may find appropriate
- Successfully pass district background check

REPORTS TO: Building Principal

RECEIVES GUIDANCE FROM: Building Principal

JOB GOAL: The school counselor provides a comprehensive school counseling program that will address the socio-emotional and academic needs of students. The elementary counseling program is centered around an engaging curriculum that provides support to maximize student potential and academic achievement. In partnership with teachers, administrators, parents and community members, the school counselor will help every student strive to achieve their full personal potential. Job goals include the ability to organize and facilitate a productive and positive learning environment which provides opportunities and access for all students to: foster independent learning skills, understand and demonstrate appropriate social skills and characteristics of healthy friendships, develop effective communication skills, foster an appreciation of our culture and heritage, promote a positive school climate, build and sustain effective relationships, and role model respect for oneself, others, and property. The school counselor will assist students in his/her development as a capable and responsible young adult. The school counselor must be collaborative, a relationship builder, have excellent communication and interpersonal skills, and be well trained in child development and “best practice” school counseling strategies.

TERMS OF EMPLOYMENT: Nine-month year or as established by the Board of Education

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the district’s Personnel Evaluation Policy

ESSENTIAL DUTIES:

- Consistent and punctual “on site” attendance at the worksite is an essential job function.
- Facilitates children’s physical, cognitive, social, and emotional learning through lessons designed to sequentially develop skills appropriate to their ability and confidence levels.
- Facilitates the student transition process from the elementary school to the high school.



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- Counsels students regarding educational issues such as school adjustment, family issues, academic struggles, developing appropriate peer relationships, truancy, and positive study habits.
- Counsels students to help them understand and overcome personal, social, or behavioral problems affecting their education or personal situations that may have an impact on their education.
- Collaborates with administration and teachers to enhance the building behavior management expectations and protocols.
- Maintains accurate and complete student records as required by laws, district policies, and administrative regulations.
- Evaluates each student's socio-emotional growth and collaborates with community agencies to provide appropriate support systems.
- Confers with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems.
- Provides crisis intervention to students when difficult situations occur at schools.
- Identifies cases involving domestic abuse or other family problems affecting students' development.
- Meets with parents and guardians as needed to discuss student progress, and determine priorities to assist with each student's individual needs.
- Prepares students for future educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Encourages students and/or parents to seek additional assistance from mental health professionals or other community resources when necessary.
- Observes and evaluates students' performance, behavior, social development, and physical health.
- Establishes rapport with students, staff, parents and the community.
- Role models being a lifelong learner committed to continuous improvement.
- Believes that every child, regardless of ability, can succeed.
- Demonstrates a genuine passion for counseling students.
- Models non-discriminatory practices in all activities.
- Demonstrates a "growth mindset" individually and supports this development with all students.
- Teaches knowledge and skills in the district's character education curriculum (Second Step), and other appropriate learning activities.
- Collaborates well with others.
- Supervises hallways, cafeteria, study halls, and other assignments on a scheduled basis as directed to maintain the safety and well being of students and staff.

INTERPERSONAL SKILLS:

- Models positive behaviors and implements effective student behavior strategies.
- Actively supports and builds a learning environment that is inclusive for all students.
- Exhibits patience, openness, and concern in dealing with students.
- Establishes student rapport within (and outside) the building to build mutual respect between students and teachers.
- Meets with other professionals to discuss individual students' needs and progress.
- Conducts follow-up interviews with students to determine if their needs have been met.
- Plans and conducts orientation programs and group conferences to promote the adjustment of students to new life experiences such as starting a new school or entering a new grade level.
- Addresses community groups, faculty, and staff members to explain available counseling services.
- Leads and develops student programs such as: alcohol and drug prevention, anti-bullying, positive social media and digital citizenship skills, friendship groups, conflict resolution, leadership, and community service.
- Exhibits tact and self-control in dealing with parents.



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- Accepts feedback from administrators with self reflection and a growth mindset.

OCCASIONAL:

- Integrates technology into activities to support student learning.
- Remains current with professional training and shows evidence of regular professional growth.
- Actively participates at scheduled staff meetings and serves on educational committees.
- Recognizes the extra curriculum program as integral to the educational development of the child.
- Performs other duties within the scope of employment and certification as assigned by the appropriate administrator.

OTHER REQUIREMENTS (*Intellectual, Sensory*):

- Effective oral and written communication skills.
- Skills in leadership, organization, problem solving and conflict resolution.
- Skills in human relations; ability to deal with a variety of people.
- Ability to work under stress.
- Skills in assessment and evaluation.

WORK ENVIRONMENT/ CONDITIONS:

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.

- Ability to work varied hours as requested including early mornings and evenings on occasion.
- Ability to work in a smoke-free and drug-free work environment.

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.

- Maintain physical condition appropriate to the performance of assigned duties and responsibilities which may include sitting or standing for extended periods of time.
- Strength, movement, auditory, taste/smell, and vision demands specific to the job.
- Manual dexterity to handle computer and phone requirements.