



Job Title: **School Counselor on Special Assignment**
 Department: **Office of Student Advocacy and Access**
 Supervisor: **Director of Student Advocacy and Access**
 Lane Placement: **Licensed Salary Schedule 206**
 Schedule: **Flexible Schedule (30 hours week/ 206 days)**
 Evaluation Group: **CTESS - Counselor**
 FLSA Classification: **Exempt**

JOB DESCRIPTION

This position will support students who are culturally and linguistically diverse to be college, career and citizenship ready. Working in collaboration with secondary counselors to support SEOP goals, this position will provide outreach services to students and parents, including tutoring, understanding the American system of education, preparing for college and providing connections to community resources. This position will work particularly with immigrant students, Native American students and minority students who may need extra supports to be successful in school.

ESSENTIAL FUNCTIONS

- Provides professional development to teachers, counselors and administrators on the cultural and linguistic characteristics of students who are immigrants, refugees or Native American.
- Works collaboratively with counselors, psychologists, teachers, administrators and other district departments to identify the needs and provide appropriate interventions for individual students.
- Maintains and communicates current academic and behavioral program data for student progress.
- As requested, serves as a member of the district teams providing responsive services to students.
- Provides leadership and collaborates with other educators in the school-wide integration of USOE's Comprehensive Counseling and Guidance Program model with particular expertise in serving students who are culturally and linguistically diverse.
- Supports the implementation of developmentally appropriate and prevention-oriented group activities to meet student needs and school goals. Provides support to Standing Tall, MESA, Latino's in Action, etc.
- Assists identified students, individually or in groups, with developing academic, career and personal/social skills/behavioral, goals and plans.
- Accurately and appropriately interprets and utilizes student data.
- Compiles and maintains district data for the academic achievement and graduation of co-populations.
- Collaborates with parents/guardians and educators to assist students with educational and career planning.
- Provides culturally responsive, individual and group counseling to students and families with identified concerns and needs.
- Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Assists in the facilitation of school tests, i.e., SRI, DWA, EXPLORE, PLAN, ACT, CRT, etc.
- Assists students and parents/guardians in interpreting and understanding student data.
- Participates in professional development activities to improve knowledge and skills.
- Uses available technology resources to enhance the school counseling program such as websites, interest surveys, career explorations, and links to community resources.
- Work with the schools to create, coordinate and implement student orientation programs for incoming students.

- In consultation with school-based counselors, monitors identified students' progress towards graduation, identifies credit deficiencies, provides intervening services and facilitates post-secondary plans.
- Facilitate opportunities and support for students to access college campuses, work with mentors and become familiar with post-high school learning opportunities.
- Conduct parent education classes in parenting skills, understanding the American education System and test data, CTE opportunities, work-based learning, preparing for college, financial resources (i.e. FAFSA, applying for grants, scholarships, etc.)
- Join and participate in appropriate professional organizations, and continue to further their academic involvement.
- Is responsible for understanding and adhering to laws, district policies, and procedures.
- Predictable and reliable attendance.

During times of state or district emergency, all employees may be required to perform additional duties that are not required on a normal basis in support of educational and operational priorities. e.g. Performs general cleaning and sanitizing of work areas, provides remote assistance to students and staff, and any other reasonable duty as needed.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal backgrounds check.
- Requires a Master's Degree from an accredited college or university.
- Requires a valid Professional Educator License for the State of Utah within the relevant "License Area of Concentration".
- Requires ESL Endorsement.
- Requires demonstrated competency in providing professional development.
- Requires demonstrated understanding of the unique needs of refugee and immigrant students.
- Requires successful experience working with Native American students and the Native American community.
- Requires successful experience working on school-level BLT and district or state committees.
- Requires strong oral and written communication skills with students, parents, and staff.
- Requires strong computer and educational technological skills.
- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to implement effective counseling strategies.
- Requires the ability to create and engage students in guidance curriculum in small groups to large assemblies.
- Requires the ability to establish and maintain a positive learning environment.
- Requires the ability to calmly handle crisis issues.
- Requires the ability to establish and maintain effective working relationships with pupils, parents, school staff, district staff, and patrons.

- Requires the ability to work as a member of a team as well as the ability to work independently with little direct supervision.
- Knowledge of the Canyons Academic Plan, State Core Curriculum, Board of Education adopted policies, and legal requirements of state and federal programs.
- Must be able to work a flexible schedule, including early morning, evenings and Saturdays.

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---Not limited to the following:

- While performing the duties of this job, the guidance counselor is regularly required to speak and/or hear. The employee is frequently required to stand; walk; reach with hands and arms and stoop, kneel, or crouch. The counselor is occasionally required to use hands to handle or feel and must occasionally climb or balance.
- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception.

- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Requires the ability to lift a minimum of ten (10) pounds.
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.

Note: This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____

HR _____

Effective date: 6/10/2020