

COUNSELOR, DCHS JOB DESCRIPTION 2026-27



Employee Name	Reports To	Calendar
		190

MISSION STATEMENT

Through our **E3** model at Dallas Community School, we **ENGAGE** students by fostering curiosity, **EMPOWERING** them through meaningful, real-world learning experiences, and **EQUIP** them with the skills needed to make a positive impact in their communities.

POSITION OVERVIEW

The High School Counselor plays a central role in supporting students' academic progress, social-emotional development, and future readiness. Within our project-based learning (PBL) environment, the counselor helps *engage* students through relational support and reflection, *empowers* them to take ownership of their learning journey, and *equips* them with individualized graduation plans and post-secondary tools that pave the way to career, college, and life success.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The essential functions include, but are not limited to the following:

- **Student Engagement & Support:**
 - **Engage:** Build meaningful, inclusive relationships with students to support emotional well-being and a strong sense of belonging.
 - **Empower:** Provide individual and small-group counseling around topics such as stress, self-advocacy, relationships, and life transitions.
 - **Equip:** Identify and support students experiencing barriers to learning through data-informed referrals, behavior interventions, and wellness planning.
- **Academic Advising & Graduation Planning:**
 - **Engage:** Collaborate with students, families, and teachers to co-develop personalized four-year graduation plans aligned with student interests and state requirements.
 - **Empower:** Monitor credit accrual, progress toward graduation, and academic standing to ensure timely interventions and goal setting.
 - **Equip:** Guide students through transcript review, credit recovery, course selection, and exhibition alignment as part of their graduation portfolio.
- **Career & College Readiness:**
 - **Engage:** Introduce students to diverse post-secondary pathways through workshops, site visits, and guest speakers.
 - **Empower:** Support students through the college application process, job exploration, and vocational training options.
 - **Equip:** Assist students with scholarship searches, financial aid (FAFSA/ORSA), resumes, interviews, and letters of recommendation.
- **Crisis Response & Mental Health Collaboration:**
 - **Engage:** Serve as a first point of contact in student crises, responding with care and urgency.
 - **Empower:** Collaborate with staff, families, and external providers to create and implement individualized support plans.

- **Equip:** Maintain documentation and processes to ensure legal and ethical compliance in school-based counseling services.
- **Collaboration & School Culture:**
 - **Engage:** Contribute to a positive school climate through participation in school-wide events, advisory programming, and student exhibitions.
 - **Empower:** Advocate for equity and inclusion through trauma-informed and culturally responsive counseling practices.
 - **Equip:** Use data, student feedback, and professional learning to improve school systems and outcomes for all learners.

REQUIRED QUALIFICATIONS (KNOWLEDGE, SKILLS, AND ABILITIES)

- Master’s degree in School Counseling or a related field or currently enrolled in a master’s program in counseling or a related field.
- Holds a valid Teacher Standards and Practices Commission (TSPC) license with a School Counselor endorsement or is eligible to obtain licensure, including emergency or provisional licensure, prior to or shortly after hire.
- Experience providing counseling or student support services in a school or youth-serving setting preferred.
- Proven knowledge of Oregon diploma requirements and graduation planning.
- Familiarity with project-based learning, performance assessment, and student exhibitions is preferred.
- Strong collaboration, communication, and leadership skills.
- Strong understanding of adolescent development, mental health, and equitable counseling practices.
- Commitment to equity, inclusion, and culturally responsive practices.

PHYSICAL DEMANDS AND WORK ENVIRONMENT

The physical demands described here are representative of those that must be met by an employee to successfully perform the specific functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions. While performing the duties of this position, the employee is regularly required to talk or hear. The employee is occasionally required to stand, walk, sit, reach with hands and arms; climb or balance; stoop, kneel and/or crouch. The employee must occasionally lift and/or move up to 35 pounds.

Employee Signature:

Date:

Executive Director Signature:

Date:

Dallas Community School is an Equal Opportunity Employer and committed to maintaining a drug-free workplace. We comply with all applicable federal and state laws, including the Americans with Disabilities Act (ADA), and provide reasonable accommodations to qualified individuals with disabilities.