



CERTIFICATED POSITION POSTING

TO: All Staff
FROM: Nate Artino, Principal
DATE: January 31, 2025
RE: High School Guidance Counselor

POSTING DATE: January 31, 2025

POSTING PERIOD: January 31, 2025 - February 6, 2025

APPLICATION DEADLINE February 6, 2025 3:00 p.m.

Nate Artino, Principal
Bellevue High School
200 Oakland Avenue
Bellevue, OH 44811
nate.artino@bellevueschools.org

POSITION(S): Guidance Counselor-High School

ANTICIPATED STARTING DATE: 2025-26 School Year

ADDITIONAL INFORMATION: 184 days plus 15 days extended service days

ESSENTIAL FUNCTIONS: See attached Job Description

ADDITIONAL QUALIFICATIONS/INFORMATION:

- All applicants must adhere to the following:
 - Bellevue City School District Board Policy
 - State and/or Federal guidelines/regulations
 - BEA Agreement
 - Ohio Department of Education regulations
 - Valid Ohio Teaching Certification in specified areas
 - Highly Qualified Teacher Status
- Vacancy shall be filled as determined by the Superintendent's judgment of applicant's qualifications
- The Superintendent reserves the right to determine whether or not to fill the vacancy
- All assignments will be made by the Superintendent pursuant to O.R.C. 3319.01
- No applicant will be considered without the following items submitted in writing:
 1. Written narrative letter of application specifying why position is desired
 2. Other information pertinent to job vacancy and completed job application on file
- Internal candidates will be granted an interview as per negotiated agreement

The Bellevue City School District does not discriminate on the basis of race, color, national origin, religion, sex, disability or age in its education programs, activities, and employment practices.

CC: All Principals
All Buildings

BELLEVUE CITY SCHOOL DISTRICT
JOB DESCRIPTION

Title: GUIDANCE/SCHOOL COUNSELOR

File 301

Reports to: Principal

Job Objective: Plans/implements a comprehensive developmental guidance and counseling program.

- Minimum Qualifications:**
- Valid state department of education license/certificate as determined at the time of appointment.
 - Adheres to the *Licensure Code of Professional Conduct for Ohio Educators*.
 - Anticipates time constraints. Manages tasks efficiently to meet deadlines.
 - Complies with drug-free workplace rules, board policies and administrative guidelines/procedures.
 - Demonstrates the ability to use technology equipment/systems associated with job functions.
 - Embodies high ethical standards/integrity. Accepts personal responsibility for decisions/conduct.
 - Exhibits consistent, impartial and resourceful problem-solving skills. Interprets information accurately.
- Evaluates options thoroughly. Develops reasonable solutions to resolve issues.
- Maintains a record free of criminal violations that would prohibit public school employment.
 - Meets mandated health screening requirements following a conditional offer of employment.

NOTE: Position requires successful completion of blood-borne pathogen/communicable disease child abuse/neglect training as a condition of employment. Duties may require traveling between classrooms and sharing classroom space as needed to meet the educational needs of students.

- Essential Functions:**
- **1. Provides guidance/counseling services. Pursues ongoing program improvements.**
 - Communicates program objectives/performance expectations to students/parents and staff.
 - Keeps current with state standards/guidelines. Collaborates with staff, students, families and the community to delineate short/long-range guidance program needs/opportunities.
 - Allots time for individual/group counseling. Supports the development of curriculum that help students acquire/improve personal skills (e.g., accountability, decision-making, interpersonal communication, problem solving, responsible behavior, self-confidence, etc.).
 - Develops/recommends strategies to improve promotion/graduation rates for at-risk students.
 - Participates in class registration and the scheduling of students.
 - Collaborates with staff to identify/resolve problems that impede student learning. Ensures student assessment methods and planning activities are objective.
 - Follows district protocols to safeguard student information shared with staff and/or referral sources.
 - Assists with the multi-factored evaluation (MFE) process. Meets mandated paperwork time lines.
 - Investigates student concerns (e.g., abuse/neglect, attendance, discrimination, domestic violence, emotional/behavioral problems, poverty, pregnancy/parenting, self-esteem, substance abuse, etc.).
 - Plans/implements student intervention strategies that produce tangible evidence-based benefits within specified time-frames. Monitors intervention efficacy to improve outcomes.
 - Provides opportunities for all students to participate in an inclusive educational environment.
 - Advocates for students. Observes student demeanor. Investigates/reports atypical behavior.
 - Helps students better understand themselves, make appropriate choices and grow academically.
- Promotes cultural awareness, self-reliance, critical-thinking and creativity skills.
- Facilitates student learning activities that encourage teamwork and positive peer relationships.
 - Maintains career-focused resource materials. Helps students understand the interrelationship of academic courses and career objectives. Promotes a balanced perspective of work and family life.
 - Helps staff with pupil management.
 - Serves as a resource for drug/harassment/violence prevention and related school safety activities.
 - Initiates student/family referrals to community services (e.g., legal, health, social services, etc.). Serves as a contact person for public agencies and an intermediary for parents/staff.

Additional Elementary-Level Duties:

- Oversees the implementation of student character education activities.

Additional High School-Level Duties:

- Identifies prerequisite employment skills and profiles essential training characteristics.
- Directs students in the investigation of individualized educational, occupational and personal goals.
- Guides students in self-appraisal of personal competencies. Helps students acquire skills for participation in post-secondary education, work training and/or employment environments.
- Facilitates student enrollment and serves as a liaison to the vocational school.

GUIDANCE/SCHOOL COUNSELOR

- Assists with student transition processes (e.g., alternative school programs, community relocation, promotion/graduation, school to work, post-secondary program enrollment, etc.).
- Provides employment and post-secondary training information (e.g., college, university, technical, proprietary schools; military services, etc.). Updates scholarships and financial aid information.

2. Exemplifies professionalism and fosters goodwill to enhance the district’s public image.

- Contributes to an effective and positive work/learning environment. Completes all assigned duties.
- Develops mutually respectful relationships with co-workers. Functions as part of a cohesive team.
- Encourages community participation in school-sponsored activities.
- Helps students understand/embrace ethical conduct and democratic values.
- Maintains a professional appearance. Wears work attire appropriate for the position.
- Maintains an acceptable attendance record and is punctual.
- Pursues the continuous advancement of academic standards.
- Respects privacy and maintains the confidentiality of privileged information.
- Strives to develop rapport and serve as a positive role model for others.
- Values parent input and strives to keep student’s stakeholders informed.

3. Maintains open/effective communications. Serves as an information resource.

- Actively participates in staff meetings, conferences and other required school activities.
- Prepares/maintains accurate records. Submits required paperwork on time.
- Provides prompt notification of personal delays or absences.
- Refers district policy interpretation questions to an appropriate administrator.
- Uses active listening and problem-solving techniques to resolve questions/concerns tactfully.
- Uses diplomacy/self-control when dealing with other individuals. Respects diversity.

4. Pursues opportunities to enhance professional performance.

- Keeps current with professional advances associated with work assignments.
- Maintains applicable credentials. Complies with all state licensure requirements.
- Updates skills as needed to use available task-appropriate technology effectively.
- Works toward mastery of individualized development/performance goals as directed.

5. Takes precautions to ensure safety. Helps manage/eliminate risks.

- Provides appropriate supervision. Implements effective pupil management procedures.
 - Maintains high expectations for appropriate conduct. Watches for situations that may indicate a problem.
- Follows district protocol and state law when inappropriate behavior is encountered.

6. Performs other specific job-related duties as directed.

- Assists with unexpected/urgent situations as needed.
- Helps implement workplace initiatives that advance district goals.

Working Conditions: Safety is essential to job performance. Employees must exercise caution and comply with standard safety regulations and district procedures when involved in the following situations:

- Balancing, bending, climbing, crouching, kneeling, reaching, or standing.
- Exposure to adverse weather conditions and temperature extremes.
- Exposure to blood-borne pathogens and communicable diseases.
- Interacting with aggressive, disruptive and/or unruly individuals.
- Lifting, carrying and moving work-related supplies/equipment.
- Operating and/or riding in a vehicle.
- Traveling to meetings and work assignments.

Performance Job performance is evaluated according to policy provisions and contractual agreements adopted

Evaluation: by the Bellevue City School District.

The Bellevue City School District is an equal opportunity employer. This job description identifies primary responsibilities and is not intended to be a complete list of all duties performed. This document is subject to change in response to student demographics, staffing factors, funding variables, modified operating procedures, program/curriculum changes and unforeseen events.

Revised: March, 2012

