



DEER VALLEY

Unified School District

JOB DESCRIPTION JOB TITLE:
Behavioral Health Counselor (9-12)

Position Type: Certified	Department: Counseling
Salary Schedule: Other Professional	Reports to: Principal
Salary Range: 4	Location: School
Term of Employment: 9 months	Shift: Day
Approved by: Human Resources	Date: April 26, 2022

POSITION SUMMARY:

To help students overcome problems that impede learning and assist those in adjusting to the social, emotional, physical and personal problems encountered throughout the adolescent years to young adulthood.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Consults and collaborates with staff and parents about prevention measures, early intervention and assessment of student difficulties.
- Assists students in evaluating their strengths and weaknesses using pertinent data to set personal, educational, social and emotional goals and give them hope for the future.
- Delivers lessons to various groupings of students that need assistance for various social and emotional reasons.
- Delivers lessons and units that have recognizable structure, effective instructional strategies and time allocations for learning activities.
- Provides direct intervention strategies particular to diverse, at-risk student populations and families.
- Remains readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding and maturity.
- Provides short term counseling by working with students on an individual basis in the solution of personal problems related to home and family relations, health, social and emotional adjustment.
- Implements student academic, social, and emotional interventions with administrators, teachers, and parents.
- Analyzes data to identify student issues, needs and challenges.

- Provides guidance for teachers and student teachers in dealing with student challenges or personal problems affecting their success.
- Collaborates with teachers to develop social and emotional interventions.
- Maintains student records and protects their confidentiality.
- Assesses crisis situations and responds appropriately to school and student needs.
- Secures and provides relevant information regarding those factors in the familial, psychosocial, cultural and developmental background, which may play a part in the student's learning difficulties.
- Establishes a line of communication between the school and the home.
- Guides students in their participation in school and community activities.
- Works collaboratively and in partnership with the Multi-Tiered Systems of Support Team (MTSS), 504, and Individual Education Plan (IEP) teams in grades 9-12.
- Utilizes materials and resources that support students with their behavioral, social and emotional goals and overall school success.
- Collaborates with parents/guardians and staff regarding the educational, personal, social, and emotional development of students.
- Assists student/family transition to the next educational experience.
- Uses assessment and screener results for individual student planning.
- Serves as a liaison between school district and community agencies.
- Demonstrates knowledge of the roles/responsibilities of community agencies and connects families to them.
- Follows appropriate district procedures in emergency situations.
- Provides referrals for students in need of long-term support.
- Develops and implements an intervention program that includes social and emotional learning, academic behavior skills, and social behavior skills.
- Monitors social and emotional progress when it affects academic progress in alignment with state and district standards and manages social emotional related programs.
- Analyzes and utilizes program related data to evaluate the MTSS structures and processes and their impact on student progress.
 - Participates in dialogue regarding social and emotional data, grade level meetings, parent/teacher conferences, 504 meetings, and student information meetings in grades 9-12.
- Implements tiered interventions with administrators, teachers, and parents.
- Participates in professional development to enhance knowledge and pedagogical skill.
- Participates in assisting other colleagues.
- Other job duties as assigned by the supervisor.

MARGINAL DUTIES:

- Typically works additional 10 summer days beyond the 9 month certified contract.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- Supervises students.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to work effectively under time constraints.
- Is able to work a flexible schedule, which may include weekend work.
- Must be able to comply with District's attendance standards as described in established guidelines.
- Must maintain a well-groomed appearance.
- Must be a team player and get along well with others.
- Must be highly organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent communication skills.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Demonstrates the ability to write routine reports and correspondence.
- Demonstrates the ability to effectively present information in one-on-one and small group situations.
- Interpersonal relation skills required.
- Must have basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Standard Counseling Certificate.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Must earn a Master's degree (MA) from a college or university.

- Five-year college or university program certificate or equivalent combination of education and experience. Experience preferred.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.