



# DEER VALLEY

Unified School District

## JOB DESCRIPTION

JOB TITLE: **Program Counselor K-8**

Position Type: <b>Certified</b>	Department: <b>Curriculum, Instruction &amp; Assessment</b>
Salary Schedule: <b>Other Professional</b>	Reports to: <b>Director of Instructional Technology &amp; Innovative Programs</b>
Salary Range: <b>4</b>	Location: <b>Deer Valley Online Learning Program</b>
Term of Employment: <b>9 months</b>	Shift: <b>Day</b>
Approved by: <b>Human Resources</b>	Date: <b>March 9, 2021</b>

### **POSITION SUMMARY:**

To help students realize their potential and motivate them to succeed. Help students understand the impact their decisions make on their lives and encourage them to make positive ones. Help students overcome problems that impede learning and assist those in adjusting to the social, 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.*

### **DEER VALLEY ONLINE LEARNING PROGRAM (DVOLP) ESSENTIAL FUNCTIONS:**

- Demonstrate strong interpersonal skills (i.e., in-person, email, phone, video conference, etc.)
- Utilize online tools to collect and analyze program data and provide recommendations
- Work with identified groups of students who need additional supports (i.e., students who are full-time online, students who are medical transfers, students with IEPs/504s, students who are homebound, K-8 students enrolled in online courses, etc.)
- Provide resources to students and families to aid in student success

- Monitors full time online students grades and creates schedules for the following semester
- Works closely with home school counselor regarding high school registration and bridging.

### **GENERAL ESSENTIAL FUNCTIONS:**

#### **Guidance**

- Assists students in evaluating their strengths and weaknesses using pertinent data to set educational and post-secondary goals.
- Provides guidance for teachers and student teachers in dealing with student learning or personal problems.
- Registers students new to the school and orients them to school procedures and the school's varied opportunities for learning.
- Reviews and monitors students' progress towards state graduation requirements, including credit recovery when necessary.
- Maintains student records and protects their confidentiality.
- Works to resolve students' educational issues using all resources available.
- Makes recommendations for high school course placement.
- 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 K-8.
- Collaborates with parents/guardians and staff regarding the educational, career, and personal/social development of students.
- Assists student/family transition to the next educational experience.
- Uses assessment results for individual student planning.
- Utilizes community and district resources to meet the individual needs of students.
- Follows the FERPA guidelines when sharing information.
- Functions as credible resource by offering a variety of options and strategies.
- Serves as a liaison between school district and community agencies.
- Demonstrates knowledge of the roles/responsibilities of community agencies
- Analyzes and utilizes program related data to evaluate the guidance program.
- Participates in parent/teacher conferences, 504 meetings, and student information meetings in grades K-8.
- Monitors academic progress in alignment with state and district standards for grades K-8.
- Implements student academic interventions with administrators, teachers, and parents.
- Participates in professional development to enhance knowledge and pedagogical skill.

- Participates in assisting other colleagues.
- Assists with district and state testing.
- Must meet any additional specific job requirements as indicated by the school.
- Remains readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding and maturity.
- Works with students on an individual basis in the solution of personal problems related to home and family relations, health and emotional adjustment.
- Establishes a line of communication between the school and the home.
- Advises administrators and faculty on the matters of student discipline and attendance.
- Collaborates with administrators and faculty on matters of student discipline and attendance.
- Responds appropriately to student behavior.
- Exhibits sensitivity, empathy, and acceptance necessary for team problem solving.
- Assesses crisis situations and responds appropriately to school and student needs.
- Follows appropriate district procedures in emergency situations.
- Remains calm and self-assured.

**MARGINAL DUTIES:**

- Other job related duties as assigned by the supervisor.
- 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 Guidance Counselor Certificate.
- Must attain SEI Endorsement as required by DVUSD and ADE.

#### **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.*