
TITLE: **Counseling/Mental Health Service Coordinator**

QUALIFICATIONS:

1. Bachelor's degree in Social Work **OR**
School Counselor Certification **OR**
Previous Professional Mental Health experience with licensure as a Licensed Professional Counselor (LPC) **OR**
Marriage and Family Therapist (MFT)
2. Valid Alabama Administrative Certificate preferred
3. Minimum of three years teaching and/or school counseling experience preferred
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Executive Director of Federal Programs

SUPERVISES: School Counselors, Student Advocates, and Aggie Advocacy Center Personnel

JOB GOAL: To promote, monitor, evaluate, and improve the school counseling and mental health programs of Albertville City Schools in order to effectively meet the academic, social/emotional, and career needs of all students.

JOB DUTIES:

1. Develop, implement, and evaluate system-wide school counseling and guidance programs.
2. Ensure compliance with ALSDE requirements regarding school counseling and guidance programs.
3. As MHSC for Albertville City Schools, this position will work with students, families, teachers, and administrators to identify and address the social/emotional, mental health, and wellness needs of students through collaboration with school-based and community mental health professionals, including school counselors, school social workers, school nurses, school psychologists, and school resource officers through the following activities:
 - a. Provides assessments to determine the social, emotional, and behavioral needs of students for the purpose of pinpointing the source of school or parental concerns; coordinates effective intervention strategies that will lead the students to be more successful in school.
 - b. Serves on multidisciplinary team(s) to address needs of students, including students from special populations, to ensure data-informed implementation of appropriate services, programming, and/or placement.
 - c. Maintains accurate, complete, and punctual records as required by law, district policy, and administrative directions.
 - d. Abides by the Alabama Professional Educator Code of Ethics, in addition to those required by his or her professional specialty area.
 - e. Understands and adheres fully to requirements of FERPA and HIPPA.
 - f. Provides consultation and professional learning to administration, faculty, and other school employees on broad areas of mental health and wellness-related issues.
 - g. Consults with administrators and appropriate school employees to ensure student success and assists in the structure to remove barriers to learning.
 - h. Consults with parents regarding ways they can assist student(s) in becoming successful in and out of school.
 - i. Provides crisis intervention services as needed.
 - j. Assists schools in the prevention, intervention, and postvention of grief and/or suicide as needed.
 - k. Coordinates direct and indirect services for students and parents.
 - l. Serves as a liaison between school, families, and community agencies on a continuous basis.
 - m. Utilizes community resources to effectively serve family and student needs.

- n. Assists the school in planning programs that prevent, reduce, or alleviate situations that interfere with the learning process of students.
4. In addition to those qualifications provided herein, the Counseling/Mental Health Service Coordinator must:
 - a. Be able to pass a criminal history background check.
 - b. Have successful experience working with students at risk.
 - c. Be certified in the Youth Mental Health First Aid program. Training will be provided if necessary.
 - d. Possess working knowledge of appropriate strategies for reducing behavior that places students at risk of not being promoted, dropping out, or not graduating.
 - e. Possess the ability to effectively communicate with students, families, and adults.
 - f. Possess the ability to develop, analyze, implement, and track prevention and intervention strategies and plans.
 - g. Possess knowledge of and the ability to analyze and utilize data (e.g., school processes, student learning, demographics, and perception) to effectively impact student progress.
 - h. Possess knowledge, understanding, and ability to access available alternative education opportunities and community resources to further improve students' ability to succeed academically and behaviorally.
 - i. Participate in activities which contribute to the effective operation of the school and system including serving as a member of various committees.
5. Consult with parents, teachers, and community resources about the special needs of students and makes referrals as appropriate
6. Interpret the school counseling services to the public.
7. Keep abreast of developments in the field and acts as a resource for counseling staff and other personnel.
8. Maintain professional growth and competence through professional development **as per Board Policy 5.5 Personnel – Professional Development**
9. Adhere to school system rules, administrative procedures, local board policy, and state and federal rules and regulations.
10. Perform other duties as may be assigned.

Essential Duties

Job descriptions are designed and intended only to summarize the essential duties, responsibilities, qualifications, and requirements for clarifying the general nature and scope of a position's role as part of the overall organization. Job descriptions do not list all tasks an employee might be expected to perform and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job. Every employee has a duty to perform all assigned tasks (an employee who is assigned a duty or task believed to be unlawful should report the assignment to their direct supervisor). It should also be noted the order of duties/responsibilities as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

TERMS OF EMPLOYMENT: 9-Month 10-Month 11-Month 12-Month

EXPECTED WORKDAY: 8-Hours

SALARY: According to Albertville City School Board approved salary schedule and determined by rank and experience **as per policy 5.1.2 – Personnel – Special Requirements for the Position.**

EVALUATION: Shall be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel and State Requirements

Reviewed and agreed to by: _____ Date _____
Employee

Principal/Program Coordinator: _____ Human Resource: _____
Initials Initials

BOARD APPROVED: 6/30/22