



STATE OF ARIZONA
OFFICE OF THE ATTORNEY GENERAL

<p>ATTORNEY GENERAL OPINION</p> <p>By</p> <p>KRIS MAYES ATTORNEY GENERAL</p> <p>August 26, 2024</p>	<p>No. I24-013 (R24-012)</p> <p>Re: Applicability of behavioral health licensure requirements to school counselors and school social workers</p>
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To: Jennifer MacLennan, Gust Rosenfeld PLC, on behalf of Scottsdale Unified School District No. 48

Pursuant to A.R.S. § 15-253(B), this Office concurs in full with the June 27, 2024 opinion letter that you prepared for the Scottsdale Unified School District No. 48 and its Governing Board (collectively the “District”), attached hereto as Appendix A.¹ Your letter addresses the question of whether the District’s school counselors and social workers “engage in the practice of behavioral health” under A.R.S. § 32-3286(A) and therefore must be licensed by the Board of Behavioral Health Examiners (the “Board”). The District has raised this question in light of the Board’s recent rescission of a substantive policy statement which stated:

A school counselor who is certified or endorsed by the Arizona Department of Education and employed by a traditional public school or a charter school in Arizona who is providing services within the job description of a school counselor will be deemed not to be practicing psychotherapy.

Appx. A at 2.

¹ Exhibits 2 and 3 to the opinion letter provided to the District (the petition for policy change submitted to the Board) have been omitted from Appendix A and are not incorporated into this Opinion.

The “[p]ractice of behavioral health” means “the practice of marriage and family therapy, professional counseling, social work and substance abuse counseling,” as those terms are defined by statute. A.R.S. § 32-3251(8); *see id.* § 32-3251(9)-(12) (defining terms). This Office agrees with your analysis and conclusion that, based on the job descriptions and other information detailed in your opinion, the District’s “[c]ounselors and social workers acting within the scope of their job duties are not performing behavioral health services such as psychotherapy in the support of students’ educational endeavors.” Appx. A at 7.

Of course, as your letter acknowledges, there are “lines between providing clinical behavioral health services and providing counseling or social services in the school setting,” and whether those lines have been crossed may often be a fact-specific inquiry. Appx. A at 7. The Board retains the authority to make such inquiries and take appropriate action under the particular circumstances. *See* A.R.S. § 32-3284(A) (“The board may issue a cease and desist order or request that an injunction be issued by the superior court to stop a person from engaging in the unauthorized practice of behavioral health[.]”). Based on the information provided in your opinion letter, however, so long as the District’s school counselors and social workers act only within the scope of their duties and the District’s identified parameters for that work, these professionals are not required to obtain a license from the Board. The Board’s rescission of the 2003 substantive policy statement does not affect the application of the law, as you have correctly described in your opinion letter.

* * *

Kris Mayes
Attorney General

APPENDIX A

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June 27, 2024

Scott Menzel, Ph.D.
Superintendent
Scottsdale Unified School District No. 48
8500 E. Jackrabbit Road
Scottsdale, AZ 85250

Re: *Rescission of Substantive Policy Statement by Board of Behavioral Health Examiners and Scope of Work of School Counselors and Social Workers*

Dear Dr. Menzel:

This law firm represents Scottsdale Unified School District No. 48 and its Governing Board (collectively the “District”). The purpose of this communication is to provide a legal opinion regarding the effects of the rescission of a 2003 substantive policy statement by the Board of Behavioral Health Examiners on the scope of work performed by school counselors and school social workers. A copy of the withdrawal of the substantive policy statement as reported in the Arizona Administrative Register is attached as Exhibit 1.

The District is specifically seeking review by the Attorney General’s office and respectfully requests a formal review pursuant to A.R.S. § 15-253(B).

I. Background

Community member Christopher Evans petitioned the Board of Behavioral Health Examiners on January 12, 2024 to remove the substantive policy statement. Mr. Evan’s petition and his subsequent communication to Executive Director Tobi Zavala are attached as Exhibits 2 and 3, respectively.

On March 15, 2024, the Board of Behavioral Health Examiners rescinded a substantive policy statement that had previously carved out an exemption for school counselors certified by the Arizona Department of Education. The substantive policy statement had been in effect since 2003. The now withdrawn substantive policy statement stated as follows:

A.R.S. § 32-3251(6) provides that the “practice of professional counseling” includes the use of psychotherapy to diagnose, evaluate and treat individuals, couples, families and groups.

A school counselor who is certified or endorsed by the Arizona Department of Education and employed by a traditional public school or a charter school in Arizona who is providing services within the job description of a school counselor will be deemed not to be practicing psychotherapy.

Exhibit 1.

II. Issue Presented

State law indicates that a person who is not licensed by the Board of Behavioral Health Services shall not “engage in the practice of behavioral health.” A.R.S. § 32-3286(A). Individuals may not hold themselves out as a “licensed clinical social worker” or a “licensed professional counselor” without holding the requisite license. A.R.S. § 32-3286(B). Treating behavioral health disorders without a license may be deemed criminal conduct (class 6 felony). A.R.S. § 32-3286(C). The Board of Behavioral Health Services has statutory authority to seek a cease and desist order to halt unauthorized practice. A.R.S. § 32-3284.

The issue presented is whether a school counselor or school social worker is engaging in the unauthorized practice of “behavioral health” such that the school counselor or school social worker must be licensed by the Board of Behavioral Health Examiners.

Given the risks of criminal prosecution, the District is seeking a legal opinion on behalf of the approximate thirty-eight (38) counselors and twenty (20) social workers who work for Scottsdale Unified regarding whether their job duties put the employees at risk of violation of the provisions of Title 32.

III. Scope of Work of School Counselors and School Social Workers

School counselors and social workers are not required to obtain certification from the Board of Behavioral Health Examiners to work in a school district. School counselors and school social workers may be certified by the Arizona Department of Education (ADE). Ariz. Admin. Code R2-617(B) and (F). An ADE certification is not equivalent to a license issued by the Board of Behavioral Health Examiners.

The interventions conducted by school counselors and school social workers is essential to the District. The District must be permitted to address student behaviors in a compassionate manner so as to foster a learning environment that allows for academic progress. The school

counselors and social workers do not provide behavioral health treatment but do provide supports so that students can access learning.

A. Job Descriptions

The job descriptions for a school counselor and a school social worker in the District are attached as Exhibit 4. The job descriptions include the following duties:

- Supports the development of students' peer relationships and effective social skills (counselor job description)
- Provides opportunities for peer facilitation (counselor job description)
- Support the development of communication, problem-solving, decision-making, conflict resolution, coping strategies, and study skills (counselor job description)
- Supporting site implementation of the multi-tiered system of supports (MTSS) (social worker job description)
- Providing evidence informed and trauma informed individual and group support for identified students (social worker job description)
- Mediate conflicts between parents, teachers and/or students to resolve issued that may impede student success using a restorative approach (social worker job description)

B. Multi-Tiered System of Supports

The District's multi-tiered system of supports ("MTSS") for students for behavioral support is a three tiered system implemented on District campuses to assist students in accessing their academic growth. The system includes as follows:

Tier 1 – school wide support. This includes the distribution of school-wide behavioral expectations, use of a rating scale to determine risks of social, academic or emotional risks¹, implementation of life skills curriculum, community awareness events, and presentations.

Tier 2- small group. This includes check in and check outs for intervention facilitators, a student assistance program, use of alternative to suspensions and restorative circles.

Tier 3 – individual support. This includes positive behavior support plans, safety plans, risk assessments, threat assessments, and referrals to mental health providers.

C. Student Assistance Program (Tier 2)

¹ The District uses a universal screening tool to assess student academic and social risks. Parents give permission through annual verification in the student code of conduct. The screener uses teacher based ratings scales for K-2; student based rating scales are used post second grade.

If the District asks a student to join facilitated group program on a particular topic (such as social skills, emotional regulation, coping strategies), the District obtains parental permission for the student's participation. A copy of a sample permission slip is attached as Exhibit 5. The permission slip expressly states that the student assistance programs are preventative and educational in nature and do not include psychological assessment, evaluation or therapy.

IV. Relevant Statutory Definitions

1. "Practice of behavioral health" means the practice of marriage and family therapy, professional counseling, social work and substance abuse counseling pursuant to this chapter. A.R.S. § 32-3251(8).
2. "Behavioral health service" means the assessment, diagnosis, or treatment of an individual's behavioral health issue. Ariz. Admin. Code R4-6-101(7).
3. "Practice of professional counseling" means the professional application of mental health, psychological and human development theories, principles and techniques to: (a) Facilitate human development and adjustment throughout the human life span. (b) Assess and facilitate career development. (c) Treat interpersonal relationship issues and nervous, mental and emotional disorders that are cognitive, affective or behavioral. (d) Manage symptoms of mental illness. (e) Assess, appraise, evaluate, diagnose and treat individuals, couples, families and groups through the use of psychotherapy. A.R.S. § 32-3251(10).
4. "Practice of social work" means the professional application of social work theories, principles, methods and techniques to: (a) Treat mental, behavioral and emotional disorders. (b) Assist individuals, families, groups and communities to enhance or restore the ability to function physically, socially, emotionally, mentally and economically. (c) Assess, appraise, diagnose, evaluate and treat individuals, couples, families and groups through the use of psychotherapy. A.R.S. § 32-3251(11).
5. "Clinical social work" means social work involving clinical assessment, diagnosis, and treatment of individuals, couples, families, and groups. Ariz. Admin. Code R4-6-101(10).
6. "Behavioral health provider" means a physician who is a board-certified or board-eligible psychiatrist, a psychologist, a physician assistant or a registered nurse practitioner who is certified to practice as a behavioral health specialist or a person who is licensed pursuant to title 32 as a clinical social worker, professional counselor or marriage and family therapist. A.R.S. § 36-2171(2).

7. “Psychotherapy” means a variety of treatment methods developing out of generally accepted theories about human behavior and development. A.R.S. § 32-3251(14).
8. “Direct client contact” means the performance of therapeutic or clinical functions related to the applicant's professional practice level of psychotherapy that includes diagnosis, assessment and treatment and that may include psychoeducation for mental, emotional and behavioral disorders based primarily on verbal or nonverbal communications and intervention with, and in the presence of, one or more clients, including through the use of telehealth pursuant to title 36, chapter 36, article 1. A.R.S. § 32-3251(3).
9. “Treatment” means the application by a licensee of one or more therapeutic practice methods to improve, eliminate, or manage a client’s behavioral health issue. Ariz. Admin. Code R4-6-101(52).

V. Analysis

A. Scope of School Duties

In reviewing certification requirements to be issued by the Board of Behavioral Health Examiners, the Attorney General’s office has opined that the “practice of professional counseling” means as follows:

Consequently, by reference to the definition of the practice of counseling, we conclude that the experience “in counseling” required by [predecessor statute] must involve the “treatment” of a diagnosed mental or physical disorder of the patient.

Ariz. Att’y Gen. Op. I9-086 (1990).

“Treatment” involves the obtaining of informed consent, intake of information, assessment, diagnosis, determination of clinical focus, creation of treatment plan, and use of counseling skills and intervention. See generally information provided in application packet for certification testing by National Board for Certified Counselor & Affiliates: https://media.nbcc.org/assets/exam/handbooks/nce_applicant_handbook_for_national_certification.pdf.

If the District believes that a student presents with a behavioral health concern, the District makes referrals to community partners or mental health providers. This is a part of the Tier 3 individual support.

In the school setting, counselors and social workers may be asked to perform one to one check ins with students, assist with peer interventions regarding peer relationships either

individually or in groups, and support with crisis intervention. This provision of support is not the assessment, diagnosis and treatment of a behavioral health disorder so as to subject the counselor or social worker to regulation under Title 32.

School counselors and school social workers do not provide clinical treatment using accepted psychotherapy techniques. When interacting with a student either individually or in a group, the services provided assist in giving students support so the student can access academics.

B. IDEA Requirements.

A school counselor or social worker may be the designated provider of services required as a “related services” under the Individuals with Disabilities in Education Act (IDEA). The definition of a “related services” under federal law includes as follows:

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, **counseling services**, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, **social work services in schools**, and parent counseling and training.

34 C.F.R. § 300.34(a) (emphasis added).

The IDEA requires that where a child's behavior “impedes the child's learning or that of others,” the IEP team must “consider the use of positive behavior interventions and supports, and other strategies, to address that behavior.” 20 USC 1414(d)(3)(B)(i). The U.S. Supreme Court has stated that where a student's behavioral issues impede appropriate learning, the IEP must reasonably address those behavioral issues. *See Andrew F. ex rel. Joseph F. v. Douglas Cty. Sch. Dist. RE-1*, 137 S.Ct. 988, 996–997 (2017) (requiring application of IDEA “reasonably calculated” standard to IEP of student who “exhibited multiple behaviors that inhibited his ability to access learning in the classroom”).

Federal law may specifically require that a student receive counseling services or services from a social worker as defined by the student's IEP team in order to permit the student to access learning. The performance of those services does not subject the employees to the jurisdiction of the Board of Behavioral Health Services.

VI. Lack of Parent Complaints

The District has not received parent complaints that a school counselor or school social worker has exceeded their job duties in providing behavioral health services directly to a student. In fact, Director of Support Services Shannon Cronn receives multiple inquiries per year of parents asking the schools provide direct clinical interventions. In assessing staff turn over, the District has noted that primary reason that District social workers leave employment is because they seek to perform clinical hours for their professional advancement in earning advanced degrees or certifications and cannot do so in the school setting.

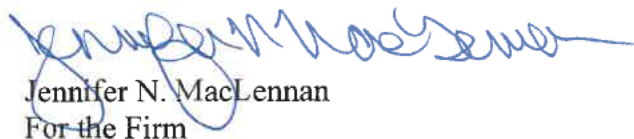
The District is very aware of the definitive lines between providing clinical behavioral health services and providing counseling or social services in the school setting. Should the District verify that a staff member has provided clinical assistance outside their job duties, the District would use its staff code of conduct to address the issue, including making any requisite reports to regulatory agencies.

VII. Conclusion

In my opinion, performance of the job functions described herein by a school counselor or a school social worker does not constitute “treatment” for a diagnosed behavioral health disorder. Counselors and social workers acting within the scope of their job duties are not performing behavioral health services such as psychotherapy in the support of students’ educational endeavors.

The District seeks a formal opinion from the Attorney General’s office with respect to the advice provided herein.

Very truly yours,



Jennifer N. MacLennan
For the Firm

EXHIBIT 1



Arizona
Secretary
of State

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by Arizona
Secretary of State
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NOTICES OF SUBSTANTIVE POLICY STATEMENT SUMMARIES AND LOCATION OF STATEMENTS

Substantive policy statements are written expressions that inform the general public of an agency's current approach to rule or regulation practice as defined under A.R.S. § 41-1001(24).

Agencies are required to prepare a Notice of Substantive Policy Statement and publish the titles of its substantive policy statements, a summary of statements, and its website where full statements can be reviewed under A.R.S. § 41-1013(B)(9). These notices are published in this section of the *Register*.

Substantive policy statements are advisory only. A substantive policy statement does not include internal procedural documents that only affect an agency's internal procedures and does not impose additional requirements or penalties on regulated parties or include confidential information or rules made in accordance with the APA.

Any person may petition an agency under A.R.S. § 41-1033(A)(2) to review an existing agency practice or substantive policy statement that the petitioner alleges to constitute a rule.

Contact the agency liaison listed under Item #6.

NOTICE OF SUBSTANTIVE POLICY STATEMENT BOARD OF BEHAVIORAL HEALTH EXAMINERS

[M24-12]

1. **Title of the substantive policy statement and the number by which the policy statement is referenced:**
Substantive Policy Statement Regarding Practice Authority for School Counselors
2. **Date the substantive policy statement was issued and the effective date of the policy statement, if different from the issuance date:**
April 4, 2003
3. **Summary of the contents of the substantive policy statement:**
This substantive policy statement is advisory only. A school counselor who is certified or endorsed by the Arizona Department of Education and employed by a traditional public school or a charter school in Arizona who is providing services within the job description of a school counselor will be deemed not to be practicing psychotherapy.
4. **Federal or state constitutional provision; federal or state statute, administrative rule, or regulation; or final court judgment that underlies the substantive policy statement:**
A.R.S. § 32-3251(6) provides that the "practice of professional counseling" includes the use of psychotherapy to diagnose, evaluate and treat individuals, couples, families and groups.
5. **A statement as to whether the substantive policy statement is a new statement or a revision:**
The Board is rescinding this substantive policy statement.
6. **The agency contact person who can answer questions about the substantive policy statement:**
Name: Tobi Zavala
Address: Board of Behavioral Health Examiners
1740 W. Adams St., Suite 3600
Phoenix, AZ 85007
Telephone: (602) 542-1617
Fax: (602) 364-0890
Email: tobi.zavala@azbbhe.us
Website: www.azbbhe.us
7. **Information about where a person may obtain a copy of the substantive policy statement and the costs for obtaining the policy statement:**
A person may obtain a copy of the substantive policy statement by contacting the individual listed in item 6, or visiting the Board's website at www.azbbhe.us.

NOTICE OF SUBSTANTIVE POLICY STATEMENT BOARD OF TECHNICAL REGISTRATION

[M24-13]

1. **Title of the substantive policy statement and the number by which the policy statement is referenced:**
Arizona State Board of Technical Registration Substantive Policy Statement #15: Definition of "Practicing".
2. **Date the substantive policy statement was issued and the effective date of the policy statement, if different from the issuance date:**
The substantive policy statement was voted on and approved by the Board at its November 18, 2014, regularly scheduled meeting and went into effect that same day. A revised version was voted on and approved by the Board at its February 27, 2024, regularly scheduled meeting and went into effect that same day.

3. Summary of the contents of the substantive policy statement:

In this substantive policy statement, the Board interprets the definition of “practicing” to exclude an individual’s participation in a response to a request for qualifications under certain circumstances.

At the Board’s regularly scheduled meeting on February 27, 2024, the Board voted on and approved an updated version of the substantive policy statement to update the statutory references within the policy that were no longer valid. The updated version corrected all statutory references within the policy. The agency did not make any other changes to the policy’s language.

4. Federal or state constitutional provision; federal or state statute, administrative rule, or regulation; or final court judgment that underlies the substantive policy statement:

Title 23, Chapter 1 of the Code of Federal Regulations; Title 32 of the Arizona Revised Statutes; Article 1 of the Arizona Administrative Code.

5. A statement as to whether the substantive policy statement is a new statement or a revision:

This is a revision.

6. The agency contact person who can answer questions about the substantive policy statement:

Name: Kurt Winter, Deputy Director
Address: Board of Technical Registration
1110 W. Washington St., Suite 240
Phoenix, AZ 85007
Telephone: (602) 364-4883
Fax: (602) 364-4931
Email: kurt.winter@azbtr.gov
Website: www.azbtr.gov

7. Information about where a person may obtain a copy of the substantive policy statement and the costs for obtaining the policy statement:

A copy of the substantive policy statement may be obtained at no cost from the Board’s website, <https://btr.az.gov/resources/statutes-rules-standards-and-policies/substantive-policy-statements>

EXHIBIT 4

SCOTTSDALE UNIFIED SCHOOL DISTRICT

POSITION: Social Worker

PAY GRADE: Certified Salary Schedule	FLSA STATUS: Exempt
POSITION OBJECTIVE: Under the direction of Support Services, the Social Worker will support their building principal in their effort to foster an optimal educational environment for students. The social worker strives to improve conditions on campus using data and evidence informed practices that align with the SUSD Multi-Tier Systems of Support (MTSS) model.	
DUTIES & RESPONSIBILITIES: (These duties are a representative sample; position assignments may vary.) <ul style="list-style-type: none">• Coordinate School Safety Program grant activities and evaluation surveys.• Conduct social and emotional learning universal screening and data analysis.• Support site implementation of the SUSD MTSS framework• Provide evidence informed and trauma informed individual and group support for identified students.• Coordinate workshops for staff and/or parents on a variety of topics (e.g., parenting skills, effective communication, trauma informed practices, District programs, etc.) to support students with their educational and behavioral progress.• Complete individual risk assessments and school safety/support plans.• Mediate conflicts between parents, teachers, and/or students to resolve issues that may impede student success using a restorative approach.• Participate/coordinate various committees (e.g., Student Support Teams, Threat Assessment Team, 504, MTSS, etc.)• Provide meaningful referrals to students and families seeking information on community resources.• Maintain case record and mandatory paperwork to document activities and comply with federal/state/district policies and procedures.• Other duties as assigned.	
EDUCATION & EXPERIENCE (positions in this class typically require): <ul style="list-style-type: none">• Arizona Department of Education Certification (PreK-12 Social Worker or Counselor)• Master's degree in social work (preferred)• Job related experience is required	
KNOWLEDGE (position requirements at entry): KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes pertinent codes, policies, regulations and/or laws.	

SCOTTSDALE UNIFIED SCHOOL DISTRICT

POSITION: Social Worker

SKILLS (position requirements at entry):

SKILLS are required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include operate standard office equipment, designing interventions.

ABILITY (position requirements at entry):

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. In working with others, independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific abilities required to satisfactorily perform the functions of the job include maintain confidentiality; communicate with diverse groups; record keeping.

PHYSICAL REQUIREMENTS:

Positions in this class typically require stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, finger dexterity, grasping, talking, hearing, seeing, and repetitive motions.

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.

NOTE:

The above job description is intended to represent only the key areas of responsibilities; specific position assignments will vary depending on the business needs of the department.

SCOTTSDALE UNIFIED SCHOOL DISTRICT

POSITION: GUIDANCE COUNSELOR

PURPOSE STATEMENT:

Professional school counselors align and work with the District's mission to support the academic achievement and social/emotional growth of all students as they prepare for the global economy.

Supervisor: Principal/Site Administration

ESSENTIAL FUNCTIONS:

School counselors will implement the counseling program as identified in the duties and responsibilities below. This list is ILLUSTRATIVE ONLY and is not a comprehensive listing of all functions and tasks performed by incumbents in this class.

ESSENTIAL DUTIES & RESPONSIBILITIES:

Academic Development

1. Develops and monitors student Education and Career Action Plans (ECAP) (4 year plans)
2. Provides students with academic, organizational, study and test-taking skills support
3. Supports students in acquiring knowledge, skills to monitor own academic progress and goals
4. Assists students in course selection
5. Participates in registration and scheduling processes for developing student class schedules (Including 8th grade registration/orientation)
6. Makes recommendations to colleges regarding admissions and scholarships
7. Supports students' decision making skills for lifelong learning
8. Education in understanding of self, including strengths and weaknesses
9. Active participation in Intervention Planning Teams, 504 and IEP processes
10. Coordinate with parents to assist in academic/career/social issues
11. Participates in appropriate transition planning

Personal and Social Development

1. Identifies and embeds extra-curricular activity goals and documenting participation in appropriate activities and organizations in students' ECAP
2. Supports the development of students' interpersonal relationships, decision making, goal setting, and understanding of safety and survival skills
3. Participation in crisis intervention to individuals/family/school
4. Appropriately support students' awareness of multicultural/diversity awareness
5. Provides opportunities for peer facilitation
6. Consultation/collaboration with appropriate support service agencies for student referrals
7. Education in understanding self and others
8. Supports the development of students' peer relationships and effective social skills
9. Support the development of communication, problem-solving, decision-making, conflict resolution, coping strategies, and study skills
10. Supports with district approved substance abuse education

College and Career Development

1. Supports students' development of post-secondary planning and application processes
2. Assists students in the identification of potential career interests and career planning
3. Facilitate career awareness and the connections between the world of work and educational achievements and growth
4. Support students in developing strategies to achieve future goals

Support for District Goals and School Reform Initiatives

1. Demonstrates a commitment to professional growth by participating in Professional Development opportunities
1. Actively participates in consultation, collaboration and teaming
2. Implements Counseling Services programs to support student achievement Participation in school-wide achievement data analysis for purposes of school planning

SCOTTSDALE UNIFIED SCHOOL DISTRICT

POSITION: GUIDANCE COUNSELOR

3. Participates in data gathering and analysis to support and evaluate student success
4. Assists with various testing programs and services (Advanced Placement, PSAT, AIMS, Terra Nova, etc)
5. Attends and participates in staff meetings and extra-curricular/school-related activities and committees

KNOWLEDGE AND SKILLS:

- Knowledge of applicable Federal and State statutes and District rules, policies, and procedures
- Knowledge of appropriate personal and vocational counseling strategies.
- Skill in establishing and maintaining effective working relations with co-workers, students, parent, the general public and others having business with the school district
- Skill in operating a personal computer utilizing a variety of software applications

MINIMUM QUALIFICATIONS: A Masters Degree, and a Guidance Counselor Certificate K-12 from the Arizona Department of Education. Previous experience as a classroom teacher, OR any equivalent combination of experience and education from which comparable knowledge, skills and abilities have been achieved.

OTHER REQUIREMENTS:

- Must be able to pass a fingerprint and background clearance check
- May be required to lift and carry heaving, bulky materials weighing up to 20 pounds
- May be required to work outside normal working hours
- May be required to travel to perform work functions

Revised May 2008

EXHIBIT 5



Scottsdale Unified School District Permission Form 2020-2021

Support Services Department

Scottsdale Unified School District provides student assistance programs. Prevention-focused support services are available for students who either self-refer or are referred for assistance in areas such as coping with stress and personal pressures, building positive relationships, divorce adjustment, grief support, and conflict resolution. The programs are preventative and educational in nature and do not include psychological assessment, evaluation, or therapy.

Your child has been referred to participate in an appropriate student support group conducted by a Prevention Specialist. Please indicate your permission for your child's participation by completing this form.

Student Name: _____ **School ID:** _____

Parent/ Guardian Name: _____

Home Phone Number: _____ **Alternate Phone Number:** _____

Email Address: _____

Please check that you, as the parent or guardian, agree to:

I give permission for my child to participate in a prevention group with his/her peers provided by a Prevention Specialist.

Parent/Guardian Signature **Print Name** **Date**

Co-Parent/Administrator Signature **Print Name** **Date**

If you have questions regarding the services provided please contact Shannon Cronn at
(480) 484-7130