

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR I - SUBSTANCE ABUSE STUDENT SERVICES

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of substance abuse and violence prevention in the elementary, middle and/or high schools. Employee serves as an active member of the Substance Abuse Team and assists in developing, implementing, and facilitating quality substance abuse and violence prevention programs. Employee collaborates with school personnel, other support staff, parents, students and various community agencies to deliver effective substance abuse and violence services. Performs other duties in student services, and monitors prevention and intervention services in the elementary, middle and/or high schools. Employee performs special projects as needed. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES **ESSENTIAL JOB FUNCTIONS**

Assists elementary, middle and high school administrators, Intervention Support Teams (IST), school support staff and other school personnel in developing, implementing and evaluating substance abuse services.

Collaborates with the School Support Services team to discuss strategies relative to substance abuse prevention services in the schools.

Coordinates the district alternative to suspension tobacco program.

Coordinates district substance abuse prevention campaigns, providing regular information and resources to school based staff. Provides updates to GCS staff and school based personnel on current and emerging substance abuse trends as needed.

Provides consultation to school personnel on identification and intervention strategies for students identified as having substance abuse problems.

Provides coordination of services to high-risk students in the alternative and other special schools as needed.

Provides substance abuse prevention education presentations to students as needed. Provides resources and information to Health Education teachers to enhance the substance abuse education in Health classes as needed.

Intervenes with students and families to coordinate substance abuse services as needed.

Consults with community agencies in providing outside services to schools and families.

Maintains records and provides reports of services rendered.

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Provides substance abuse prevention training for schools, district staff, schools, parents and the community.

Reviews various publications and attends workshops, seminars, etc., to continuously upgrade professional knowledge.

ADDITIONAL JOB FUNCTIONS

Serves as the substance abuse representative on various designated teams.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Social Work, Counseling, Education or a related field, and 5 to 7 years of experience working with school staff and students on substance abuse education, prevention, and intervention issues; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must be licensed in the State of North Carolina in social work, counseling or in a related teaching area.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, calculators, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, press releases, etc. Requires the ability to prepare correspondence, reports, forms, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define

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problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently using a variety of technical or professional languages including counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of state laws, school board policies and school system guidelines regarding substance abuse and violence prevention.

Considerable knowledge of the current legislation, literature, trends, methods, and developments in the area of substance abuse and violence prevention.

Considerable knowledge of outside agencies offering support and assistance with substance abuse and violence prevention.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the principles of organization and administration.

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General knowledge of the North Carolina Standard Course of Study.

Skill in counseling and motivating students.

Ability to develop effective substance abuse and violence prevention programs.

Ability to plan, coordinate, and evaluate the effectiveness of programs.

Ability to coordinate the efforts of support services personnel and outside agencies.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from them.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.