

# **COORDINATOR I- POSITIVE SUPPORTS AND STUDENT TRANSITIONS**

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COORDINATOR I- POSITIVE SUPPORTS AND STUDENT TRANSITIONS**

#### **GENERAL DESCRIPTION OF JOB**

Under the supervision of the School Support Officer who oversees JDC, employee provides strategic behavioral and counseling supports for students participating in alternative to suspension programs. Employee also provides Culture and Climate supports for school base staff and administrators via professional development, consultation, monitoring data collection, mentoring, and program support. This is a 12-month position.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Provides counseling support services for students attending short term alternative to suspension programs for five days or more.

Provides consultation to school personnel on intervention and prevention strategies for students transitioning back to school from short term alternative to suspension programs.

Assists in establishing parental contacts, parental meetings, and information sessions to encourage parental support for students participating in short term alternative to suspension programs for five days or more.

Assist with transitioning students in and out of the SCALE Alternative School Programs.

Coordinates professional development opportunities for staff at short term alternative to suspension programs in collaboration with the program administrator.

Provides, coaches, and supports district wide training opportunities for GCS employees on a variety of topics, including but not limited to best practices in Restorative Practices and other related topics.

Participates in regular professional learning to build capacity and facilitate learning across the district.

Develops an effective monitoring and evaluation system, which includes data collection and indicators in order to measure the effectiveness and impact of training.

Maintains current and appropriate resources focused on positive culture and climate strategies, interventions and supports.

Prepares and maintains a variety of narrative and statistical reports, records, correspondence,

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and files related to assigned services, activities, and operations.

Collaborates with Chief Student Services Officer.

Communicates and collaborates with administrators, district personnel, outside organizations, and the school community to coordinate activities and programs, and resolve issues and conflicts.

Maintains records and provides a monthly report of services provided. Adheres to laws, policies, procedures, and ethical standards.

Participates in regularly scheduled departmental meetings as required.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in education, with a Social Work or Counseling degree preferred. A minimum of 5 years' experience preferred. Experience providing coaching and technical assistance to peer and non-peer audiences. Experience working in or with an urban education system strongly preferred.

### **SPECIAL REQUIREMENT**

Must be licensed by the State of North Carolina Department of Public Instruction or eligible for licensure. Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is designated as Category "A." Category "A" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, overhead projectors, video cassette recorders, etc. Must be physically able to operate a motor vehicle. 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,

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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 giving instructions, assignments or directions to subordinates or assistants.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, budgets, 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 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 in a variety of technical or professional languages including medical, legal and 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 principles of descriptive statistics, statistical inference and statistical theory.

**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 and hand tools. 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.

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### **KNOWLEDGE, SKILLS AND ABILITIES**

Deep knowledge of instructional practices that promote supportive learning environments and build social and emotional skills.

Knowledge of adult learning styles and best practices for coaching and providing feedback.

Cultural competency and ability to navigate and promote sensitivity with issues of race and equity.

Ability to coordinate and collaborate with diverse groups of professionals across multiple departments and organizations.

Experience coordinating and delivering professional development for a variety of internal and external stakeholders.

Skilled multi-tasker and excellent time manager; ability to effectively achieve multiple goals and manage multiple projects simultaneously.

Passion and urgency for the critical role of SEL for improving the lives of students and families in Guilford County.

Proficiency in MS Office Suite (e.g., Outlook, Word, Excel and PowerPoint). Ability to travel between multiple school and district locations.

Thorough knowledge of federal, state, and local policies and procedures regarding instruction.

Considerable knowledge of School Board policies, procedures and standards.

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

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

Ability to assess the effectiveness of programs and activities.

Ability to interpret policies and procedures.

Ability to develop long-range plans.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

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Ability to establish and maintain effective working relationships as necessitated by work assignments including students, parents, school personnel, and members of the business community.

### **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.