

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: JUVENILE PROGRAM TRANSITION COORDINATOR**

#### **GENERAL STATEMENT OF JOB**

Serve as the liaison between the JDC Educational Program, serving students who have been assigned to the Guilford County Juvenile Center, and the students' home school. Facilitate the transitions from the traditional school setting, due to juvenile charges and court assignment, to JDC, and upon release from JDC, facilitate the student's transition back to the home school or other GCS school. Correspond with the Guilford County Juvenile Court Department and communicate appropriate information to the student's home school and JDC instructional staff, including assignment and release dates. Correspond with the student's home school to relay current schedule and to instructional staff at JDC and course credit and grades upon release. Conduct follow up activities with students who have been released from JDC. Assist with the identification and support of potential student drop outs, who have been assigned to the JDC Program. This is a 10-month position and reports to the Principals of an alternative school, or designee.

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

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

Assists with the identification of all GCS students assigned to the Guilford County Juvenile Detention Center by communication with the JDC staff and Guilford County Juvenile Court personnel.

Notifies the student's home school and JDC staff of all appropriate information relative to the student's assignment to JDC, including assignment and release date, if available.

Maintains an accurate log of all GCS students assigned to JDC, including meetings and contacts relative to educational services.

Contacts home school of student assigned to JDC and to gather current schedule information.

Coordinates regular communication to the student's Home School Liaison while assigned to JDC.

Coordinates the transition of all students released from JDC to their home or other GCS schools, verifying course credit and grades.

Conducts follow-up activities with students released from JDC.

Maintains ongoing and end-of-year reporting relative to students assigned to JDC.

Serves as a liaison between the student's home school and JDC promoting effective resource utilization and positive relations with various public resources.

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Provides input for program planning and evaluation and contributes to the development of departmental and system-wide policies.

Maintains an advocacy role to assure that the student's educational, social and emotional needs are met in accordance with established laws, rules and regulations.

Organizes time, resources and workload in order to meet responsibilities and maintains accurate case records and documentation.

Shows evidences of professional growth and development and adheres to a professional code of ethics.

Coordinates the implementation of all North Carolina statewide testing of GCS students while detained at JDC.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in a related field of counseling, social work or juvenile justice, or any equivalent combination of training and experience that provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must have a minimum of 3 years experience working with juveniles, as a teacher, school counselor, social worker, court counselor or another combination of training and experience. Must have a general knowledge of both middle and high school programs and students.

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

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copies, 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, 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 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,

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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 give oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including educational and legal 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/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.

### **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.