

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR I - SCHOOL SUPPORT & DRUG FREE SCHOOLS

GENERAL STATEMENT OF JOB

Under limited supervision provides management and oversight of the School Social Work Department, Homeless Education Department, Adolescent Substance Abuse Program/School, Drug Free Schools Program, District Crisis Team Management, and Mental Health Services. Also serves as Site Facilities Manager. Reports to the Chief Student Services Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Has direct supervision of supervisor of school social work employees and dropout prevention designees.

Has direct supervision of supervisor of homeless education services assuring that Students In Transition services are available to all students and meets requirements established by the Federal McKinney Vento Act and Title I.

Has direct supervision of district's substance abuse counselor to assure that K-12 substance abuse prevention and intervention services are provided for all students.

Has direct supervision of district's mental health coordinator to assure that guidelines are adhered to regarding standards for agencies requesting to provide mental health services to students.

Has direct supervision of teachers and assistants in the Adolescent Substance Abuse Program assuring that all students enrolled are educated according to legislation and Common Core Standards.

Has the academic and behavioral responsibilities of students enrolled in the Adolescent Substance Abuse Program.

Provides individual and group guidance to students in the Adolescent Substance Abuse Program.

Conducts observations and assures that staff maintains appropriate trainings in their certified areas and participate in staff development to improve teaching strategies.

Has direct supervision of the site custodian to assure that facilities are well maintained.

Has direct supervision of office support to assure that required office managerial duties meet the needs of all staff and students.

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Has the oversight of the Lees Chapel Road Facility which also serves the Northern Region offices assuring that facilities are safe, clean, submits maintenance reports for repairs, conducts monthly drills and fire extinguisher inspections.

Has the first line responsibility for assuring that crisis team services are available for all schools in need of assistance in the event of a student or faculty death.

Has the fiscal oversight of all programs and services in the assigned areas of responsibility including department purchases and budgets.

Negotiate contract for alternative to suspension programs for tobacco, alcohol/drugs.

Provides ongoing and extensive consultation and outreach with community agencies.

ADDITIONAL JOB FUNCTIONS

Trains school support staff in Suicide Intervention processes.

Represents GCS in various internal and external settings.

Maintains data of tobacco, alcohol/drug violations and services.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree with certification in Counseling, Social Work or a related field, and 6 to 9 years of experience working with school staff and students on substance abuse education, prevention, and intervention issues; crisis intervention, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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, 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

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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 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 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.

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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.

General knowledge of Common Core Standards.

Skills 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.