

**Chittenden Central Supervisory Union
Job Description**

JOB TITLE:	Pre-Tech Student Support and Outreach Coordinator
FLSA STATUS:	Exempt
UPDATED:	June 11, 2009

POSITION OBJECTIVES: To provide school-based services to students, families, teachers and administrators, as well as to facilitate services for these groups from state agencies and other providers. To provide behavioral counseling to individual students and student groups. This counseling may include instruction in areas such as: substance abuse prevention, positive peer relationships, self-esteem, effective social skills, conflict resolution, communication, problem solving and goals planning.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

- Implement effective classroom guidance focusing on understanding of self and others; coping strategies; peer relationships and effective social skills; communication, problem-solving, decision-making, conflict resolution, and study skills; career awareness and the world of work and substance education.
- Provide individual and small group counseling dealing with self-image and self-esteem, personal adjustment, family issues, interpersonal concerns, academic development, and behavior modification, as well as peer facilitation and peer mediation.
- Provide intervention and screening to students identified as having substance abuse problems, difficulties with stress, dysfunctional families, peers, and personal and school related adjustments.
- Screen and assess adolescents needing a variety of services and make effective internal and external referrals. For example, court system, DFC, other substance abuse agency.
- Provide educational and training services to members of the school and community in areas of substance abuse, interpersonal skills, group counseling and stress management.
- Develop and maintain relationships with appropriate outside agencies.
- Provide case management and aftercare services to students going to and returning from treatment.
- Work with the families of individuals where services are needed to aid in transition.
- Establish safe and supportive relationships with students that promote student self-referral to receive services.
- Participate in student support teams with other school staff members.
- Be an active team member in school activities to increase awareness of the duties and objectives of this position and maintain and develop effective working relationships with school staff.
- Adheres to all quality, licensing board, preferred practice and ethical standards. Must complete continuing education as needed to maintain skills and maintain certification/licensure.

- Participate in and/or coordinate meetings, committees, and special projects as assigned.

SUPERVISION RECEIVED: Reports to, evaluated by and receives technical and administrative supervision from the center's principal and assistant director.

SUPERVISORY RESPONSIBILITIES: Supervise, direct and play a key role in the evaluation of assigned paraeducators.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following.

- Education and Experience. A Master's degree in Social Work, Psychology or Counseling is required. Experience in student behavior management and intervention is also required. Relevant teaching experience preferred (or a combination of education and experience from which comparable knowledge and skills are acquired). Requires familiarity with substance abuse prevention, intervention, and treatment, and recovery methods. Working knowledge of the fundamentals of emotional, behavioral, and mental health issues of the students served.
- Certifications and Licenses. Valid Vermont Professional Educator's License with a School Social Worker endorsement (3-54 or 2-54) or School Counselor endorsement (3-64) is required.
- Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and education regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedural manuals that conform to district, state and federal regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.
- Mathematical Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Computer Skills and Experience. Good basic computer skills and experience with word processing programs preferred. Experience with Internet and email required.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to effectively resolve conflicts and handle stress in a creative manner (i.e. brainstorming, team meetings).
- Communication & Interpersonal Skills. Ability to effectively communicate and work cooperatively with a diverse group of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Must be able to complete documentation accurately and in a timely manner. Must be able to work independently, use sound judgment and creative thinking. Must be able to handle multiple concurrent tasks and promote teamwork. Must have the ability to relate to and work with children and adolescents.

ENVIRONMENTAL: Duties are primarily performed in a school setting. The job may require some travel within the state to meetings and training so a valid driver's license and an insured vehicle may be required. There is interaction with severely emotionally disturbed children, and/or individuals with substance abuse issues. There is some level of risk associated with the interaction with clients in the program and at times, the job may elicit high levels of stress. Crisis situations may occur at any time. Weekend or evening work may be required. You must successfully complete a criminal background check.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS. Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	F	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	O	X	
10-25 lbs.	S		X
25-50 lbs.	NA		X
50-100 lbs.	NA		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	S		X
25-50 lbs.	NA		X
50-100 lbs.	NA		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O		X
TWISTING	NA		X
CLIMBING	O		X
BALANCING	NA		X
CROUCHING	S		X
KNEELING	S		X
CRAWLING	NA		X
REACHING (i.e., overhead)	O	X	

HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	S			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		X	
RESTRAIN STUDENTS (for safety purposes)	S		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS: All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	S
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	NA
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	NA
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a work station without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.