

Washington West Supervisory Union Job Description

JOB TITLE: Student Assistance Counselor / Prevention Coordinator (SAP)

FLSA STATUS: Exempt

UPDATED: FY 2014

POSITION OBJECTIVES: To provide school-based services to students, teachers, administrators, state agencies, providers and communities. The primary responsibility is to provide substance abuse prevention, education, screening, intervention, and referral services to adolescents, to refer students to offsite providers for assessment and treatment when necessary, and help provide a positive atmosphere for recovery for those students engaged in, or returning from substance abuse treatment

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

- Provide intervention and screening to students identified as having substance abuse problems, difficulties with stress, dysfunctional families, peers, and personal and school related adjustments.
- Provide educational and training services to members of the school and community in areas of substance abuse, interpersonal skills, group counseling and stress management.
- In groups or on an individual basis, counsel students in effective techniques for managing stress, peer and family relationships, and substance abuse issues.
- Develop and maintain relationships with appropriate outside agencies.
- Screen and assess adolescents needing a variety of services and make effective internal and external referrals. For example, court system, DCF, other substance abuse agency.
- 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.
- Implement and maintain programs and procedures listed in the "Best Practices Survey for Student Assistance Programs"
- Establish safe and supportive relationships with students that promote student self-referral to the program.
- Maintain confidentiality of client as required by federal law in 42 CFR Part 2 as amended.
- Contact with a qualified clinical supervisor for weekly clinical supervision.
- Participate in student support teams with other school staff members.
- Be an active team member in school activities to increase awareness of the student assistance program and maintain and develop effective working relationships with school staff.
- Complete all necessary paperwork the state, Association of Student Assistance Professionals, school, and agency requires.
- 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 school principal. Receives some technical direction from the HUHS Director of Student Support Services.

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. Bachelor's degree in Education, Special Education or other appropriate discipline plus 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 Special Education endorsement preferred, but other endorsements considered. The Student Assistance Program counselor (SAP) will be: Apprentice Substance Abuse Counselor (ASAC) Apprentice Substance Abuse Counselor within 3 months of hire (if the SAP counselor position is vacant and currently under recruitment) Certified as an SAP Counselor (SAP) Certified or licensed as an Alcohol and Drug Counselor (CADC or LADC)
- Language Skills. Must have the ability to relate to, and work with, children and adolescents. 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.

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.

PHYSICAL EFFORT AND STRESS: Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and or restrain

school-aged children. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Employee is regularly required to handle stressful situations and resolve conflicts.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually quiet to moderate.

.....
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.