

**PLEASANTVILLE PUBLIC SCHOOLS  
PLEASANTVILLE, NEW JERSEY  
JOB DESCRIPTION**

**Special Services**

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**TITLE: STUDENT ASSISTANCE COORDINATOR (SAC)**

**QUALIFICATIONS:**

1. Hold a New Jersey Instructional Certificate with a Student Assistance Coordinator or Substance Awareness Coordinator Endorsement in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Knowledge of substance abuse curriculum development, counseling and staff development.
3. Minimum experience working with students, families and community health and social services agencies as determined by the board.
4. Exhibit positive interpersonal skills to relate well with students, staff, administration, parents, and the community.
5. Strong interpersonal and communication skills.
6. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment
7. Demonstrate the ability to communicate effectively and concisely in English, both orally and in writing, using proper grammar and vocabulary.
8. Have excellent integrity and demonstrate good moral character and initiative. Demonstrate the ability to use electronic equipment for work processing, data management, information retrieval, visual presentations, and telecommunications.
9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6- 7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4
12. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
13. Meet such alternates to the above qualifications, as the Superintendent may deem appropriate, acceptable and legal.

**REPORTS TO:** Principal and/or Designated Administrator

**JOB GOAL:**

Plans, implements, supervises, and evaluates a comprehensive substance awareness program to ensure that all students are free of substance abuse drugs, alcohol, tobacco, anabolic steroids, and controlled dangerous substances. Responsibilities include staff development, curriculum development, instructional programs, counseling/intervention/treatment services, coordination of community/school programs and services as well as policy and procedure review.

**PERFORMANCE RESPONSIBILITIES:**

1. Provide leadership in the development, implementation and coordination of a comprehensive chemical health education curriculum to achieve state core curriculum content standards and district educational goals and objectives
2. Assists in the coordination of supplemental programs and guest speakers
3. Assists in the research and review of instructional materials for possible purchase and use

## STUDENT ASSISTANCE COORDINATOR (continued)

4. Develops and coordinates a referral system and intervention services for early identification of students who are at-risk for substance abuse or demonstrating symptoms of substance use and abuse. Coordinates a referral system with local, state and other services, providers or agencies
5. Works in cooperation with resources available within the school district (I,e, child study team, guidance counselors, nurses, etc.)
6. Assesses students' drug/ alcohol involvement and make appropriate referral to treatment facilities when necessary
7. Works in cooperation with treatment facility, counselors, parents, school personnel and students in developing and following through with the students' aftercare plan
8. Provide short-term counseling or group counseling for students with substance abuse problems or concerns
9. Assesses the district's prevention/ intervention program on an annual basis and makes recommendations
10. Facilitates conference with parents or child's guardian to review, discuss and/or implement appropriate steps and stages of intervention and options
11. Assists in the design, implementation and coordination of staff development related to substance awareness
12. Provide in-service education for all teachers and staff responsible for the delivery of chemical health education;
13. Serves as a resource to district personnel on substance awareness/abuse issues as well as on the availability of training programs. Provide training for all school staff in intervention and referral procedures
14. Maintains professional competence and continuous improvement through in-service education activities and other professional growth activities
15. Maintains a continuing review of statutes and codes related to drug and alcohol programming
16. Assists with the development and annual review of policies and procedures regarding substance abuse, use and chemical health education, and recommends changes to administration
17. Implements and coordinates parent education programs related to substance awareness
18. Assists as directed to meet the requirements of the district's HIB program
19. Participates in the community-based Municipal Alliance to facilitate the liaison between school and community
20. Provides coordination of school-based prevention programs with community-based prevention programs
21. Develops community awareness through active participation as a school liaison to appropriate community groups and organizations
22. Plans home visits or office interviews with family members to assess past and present history and development as well as family dynamics and interactions that are relevant to the child's adjustment.
23. Maintains an ongoing relationship with families for the purpose of: sharing information regarding educational planning and programming for the student; assisting the family in utilizing appropriate community resources; and providing counseling to family members and/or students to facilitate social adjustment.
24. Refers parents and child to agencies when appropriate.
25. Consults with administration and staff regarding social adjustment factors of students in schools, at home and in the community.
26. Counsels groups of students and/or parents regarding social adjustment problems.
27. Assists in upholding and enforcing department rules, administrative regulations and board policy.
28. Attends and participates in meetings as deemed necessary and consistent with the needs of the district.
29. Assists in the development and delivery of in service programs and parent seminars.
30. Maintains professional competence through continuing education and other professional growth activities.
31. Observes pupils in classrooms and other school settings.
32. Performs all duties required by administrative code, state and federal laws and board policy.
33. Performs other related duties as may be assigned by the superintendent or special services director.

## STUDENT ASSISTANCE COORDINATOR (continued)

### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

### **ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

**TERMS OF EMPLOYMENT:** 10-month employee, salary and work year as set by the PEA Contract.

**ANNUAL EVALUATION:** Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations

Approved by: Pleasantville BOE

Date:

Revised:

### **LEGAL REFERENCES:**

<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination	
<u>N.J.S.A. 18A:6-7.1</u>	Criminal history record; employee in regular contact with pupils; grounds for	disqualification
from employment; exception		
<u>N.J.S.A. 18A:6-10</u>	Dismissal and reduction in compensation of persons under tenure in public	school system
<u>N.J.S.A. 18A:16-1</u>	Officers and employees	

## STUDENT ASSISTANCE COORDINATOR (continued)

<u>N.J.S.A.</u> 18A:16-2	Physical examinations; requirement
<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
<u>N.J.S.A.</u> 18A:26-1.1	Residence requirements prohibited
<u>N.J.S.A.</u> 18A:26-2	Certificates required; exception
<u>N.J.S.A.</u> 18A:27	Employment and contracts
<u>N.J.S.A.</u> 18A:28-3	No tenure for noncitizens
<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
<u>N.J.S.A.</u> 18A:28-8	Notice of intention to resign required
<u>N.J.S.A.</u> 18A:40A	Substance abuse
<u>N.J.S.A.</u> 18A:46	Classes and facilities for handicapped children

See particularly:

<u>N.J.S.A.</u> 18A:46-5.1	Basic child study team services; provision by boards of education and state operated programs
<u>N.J.S.A.</u> 18A:46-11	Psychological and other examinations
<u>N.J.A.C.</u> 6A:7	Managing equality and equity in education
<u>N.J.A.C.</u> 6A:9	Professional licensure and standards

See particularly:

<u>N.J.A.C.</u> 6A:9-3.3	Professional standards for teachers
<u>N.J.A.C.</u> 6A:9B	State board of examiners and certification

See particularly:

<u>N.J.A.C.</u> 6A:9B-5	General certification policies
<u>N.J.A.C.</u> 6A:9B-9	Requirements for educational services certificate
<u>N.J.A.C.</u> 6A:9B-12.9	School psychologist
<u>N.J.A.C.</u> 6A:9C-3	Required professional development for teachers and school leaders
<u>N.J.A.C.</u> 6A:10	Educator effectiveness

See particularly:

<u>N.J.A.C.</u> 6A:10-2.1 <u>et seq.</u>	Evaluation of teaching staff members
<u>N.J.A.C.</u> 6A:10-4.1 <u>et seq.</u>	Components of teacher evaluation
<u>N.J.A.C.</u> 6A:10-6.1 <u>et seq.</u>	Evaluation of teaching staff members other than teachers, principals, vice principals and assistant principals
<u>N.J.A.C.</u> 6A:14	Special education
<u>N.J.A.C.</u> 6A:16	Programs to support student development
<u>N.J.A.C.</u> 6A:32-4	Employment of teaching staff
<u>N.J.A.C.</u> 6A:32-5.1	Standards for determining seniority
<u>N.J.A.C.</u> 6A:32-6	School employee physical examinations
<u>N.J.A.C.</u> 6A:32-7	Student records
<u>N.J.A.C.</u> 6A:32-8	Attendance and pupil accounting

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

Individuals With Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq.

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.

Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (3d Cir. 1993)