Adams12 Five Star Schools

Job Description
Prepared/Revised: December 2024

Job Title:	**Substance Abuse Prevention Specialist**	Job Code:	**071004**
Job Family:	**Administrative**	FLSA Status:	**Exempt – P**
Pay Program:	**Administrative**	Pay Range**:**	**L12**
Typical Work Year:	**10 months**		

SUMMARY: This grant funded position is with the Office of Intervention Services and will focus primarily on substance use education and prevention. This position will work to develop and support universal prevention and education in Adams 12 and will include regular data collection, analysis, and action.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency	% of Time
1. Engage in district and school leadership to promote a shift in focusing effort and energy on student support and intervention alongside the utilization of the discipline matrix	W	15%
2. Continue exploring potential partnerships with community partners such as Colorado Department of Education, Adams County Public Health, Broomfield Communities that Care, Colorado School Safety Resource Center, local police departments, and other school districts.	W	15%
3. Continuum of Support-develop a continuum of support and research based interventions for students at risk of, using, and abusing substances. Provide universal prevention work, targeted interventions and intensive interventions (long term and on-going) in areas of education, prevention, cessation, and recovery. o Universal Support for All ▪ Ensure the substance abuse unit in high school health classes is aligned with the Substance Use Prevention and Intervention framework. ▪ Review the K-8 Health standards to determine gaps, strengths and opportunities to cover all standards. ▪ Data Utilization: Support Schools with awareness of use of HKCS data to plan and implement interventions, along with other data sources ▪ Continue to build and strengthen school climate and culture, social, emotional skill building and instruction, and integrate protective factor to improve school connectedness, sense of belonging and academic self-efficacy. o Targeted and Intensive Interventions- work with students who are at increased risk of substance use an behavioral health challenges; ▪ Continue intervention classes and alternative to suspension approaches-instruction in drug and alcohol education and decision-making skills for both students and caregivers. ▪ Determine the best immediate intervention/educational tools for schools to use after a first offense (Third Millennium, EverFi, etc.) and manage the program use in schools. ▪ Ensure schools have adequate staffing to address substance use by continuing the work of Wraparound Facilitators (WAF). ▪ Support the implementation of Screening, Brief Intervention, and Referral to Treatment (SBIRT) • Maintain Intervention classes previously being taught by EARSS specialists. ▪ Community partnerships and resources bank.	W	15%

7. Develop Professional Learning to provide up to date information, research/evidence, data and support. • Level I-All Staff: Provide training to staff on prevention efforts, addressing substance use. • Level II-MH providers, deans, administrators, health aides, nurses: Provide learning around skill development, motivational interviewing skills, punitive actions, etc. • Level III-Tier II and III interventions.	W	15%
8. Caregiver education and engagement-inform and include families in prevention and intervention work.	W	10%
9. Develop, implement, and support consistent policies and practices for responding to youth substance use that ensure equitable discipline for all and are aligned with the Substance Use Prevention and Intervention framework as a basis to guide all work.	D	10%
10. Evaluate the current management of Healthy Kids Colorado Survey (schools implementing the survey and questions asked and not asked) in addition to supporting schools with utilization of the data.	W	5%
11. Nurses and Health Aides • Professional learning around skill development, motivational interviewing skills. • Understanding of what is taught in Middle School and High School health classes. • Continue the availability of Narcan and training.	W	5%
12. Develop a Substance Use Prevention and Intervention resources/education/information page on Adams 12 Five Star Schools website.	W	5%
13. Transition the 23-24 workgroup into an advisory council with school level staff, student and community participation.	W	4%
14. Perform other duties as assigned.	Ongoing	1%

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree required; preferred in content area of specialization; elementary positions preferred in reading, elementary education or special education. Two (2) additional years of similar or relevant experience, along with a bachelor's degree, may be substituted for this requirement.
- Five (5) years of experience of teaching or related area.
- Background and experience in curriculum writing preferred.

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LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado Teacher's license preferred.
- Colorado Administrator license preferred.
- Valid Driver's license

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Deep knowledge of content area standards.
- For elementary positions, successful completion of evidence-based training in teaching reading or an equivalent as defined by the state department of education.
- Knowledge of, and proven ability to, implement instructional best practice.
- Ability to design curriculum and assessments in identified content area.
- Knowledge of textbooks and materials within the identified content area.
- Knowledge of standards based education.
- Demonstrated ability to work effectively as part of a team.
- Ability to make appropriate data based decisions.
- Ability to facilitate professional learning related to content area.
- Ability to manage district grants and budgets.
- Excellent oral, written, and public speaking communication skills.
- Ability to use word processing and spreadsheets.
- High level of interpersonal skills.

- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to stay current with district policy, standards and training in the areas of data quality, data privacy, and cybersecurity with respect to student and staff data, and related information systems.
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE*:*

- Operating knowledge of and experience with personal computers and associated technology.
- Operating knowledge of district information technology systems and any other department specific software and equipment required within 2 months after entering position.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	JOB CODE
Reports to:	Director of Student Engagement Initiatives	050302

	POSITION TITLE	# of EMPLOYEES	JOB CODE
Direct reports:	This job does not have an supervisory responsibilities		

BUDGET AND/OR RESOURCE RESPONSIBILITY:

- Develop, manage, and responsible for content area district and grant budget

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand				X
Walk				X
Sit			X	
Use hands and fingers to handle and/or feel	X			
Reach with hands and arms	X			
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds		X		
Up to 50 pounds	X			
51 to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Communicate			X	
Copy		X		
Coordinate		X		
Instruct			X	
Compute		X		
Synthesize			X	
Evaluate			X	
Interpersonal Skills				X
Compile		X		
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	X
Close vision (clear vision at 20 inches or less)	
Distance vision (clear vision at 20 feet or more)	
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	X
Moderate	
Loud	
Very Loud	