

JOB TITLE: School Safety and Prevention Specialist Job Description
DEPARTMENT: School Psychology and Behavioral Services
REPORTS TO: Director
FLSA STATUS: Non-Exempt
PREPARED BY: Human Resources

SUMMARY:

JOB CHARACTERISTICS:

The School Safety and Prevention Specialist (Prevention Specialist) works with the Oregon Department of Education (ODE) and through the designated Education Service District to provide equity-based training and technical assistance to school districts for the development, implementation, and maintenance of the statewide School Safety and Prevention System (Section 36 of HB 3427 and Senate Bill 52, Adi's Act). As defined in the legislation, the system required under this section shall be supported by Prevention Specialists who: a) Serve regions of this state, b) are cross-trained in (behavioral) safety assessments and in the prevention of youth suicide, of acts of bullying, intimidation or harassment and acts of cyberbullying, and c) provide or facilitate training, the development of programs and plans, the coordination of local teams and the provision of ongoing consultation to regional partners, school districts, and education service districts.

In coordination with ODE, School Safety and Prevention System (SSPS) Prevention Specialists will engage with education stakeholders, community partners, and Tribal governments to develop the SSPS. Prevention Specialists will develop and apply the State of Oregon Equity Framework in COVID-19 Response and Recovery to develop and implement the SSPS in a manner designed to result in fewer disproportionate and more equitable outcomes for historically and currently undeserved students and youth. This will include but not be limited to the meaningful engagement and inclusion of the voices and choices of students and youth of color, youth identifying as LGBTQIA2S+, youth with disabilities, youth who are emergent bilinguals, youth bereaved by suicide, youth with mental illness or substance abuse disorders, and youth navigating poverty, homelessness, and foster care.

The Prevention Specialist position will involve three (3) sets of interrelated roles and responsibilities:

- Community engagement (SSPS System stakeholders and Tribal governments)
- Equity-based SSPS System development (regional model and administrative processes)
- Technical Assistance (training and consultation)

KNOWLEDGE:

MINIMUM QUALIFICATIONS:

1. A fundamental understanding of Oregon's educational system, a commitment to racial equity and the development of a SSPS through the State of Oregon Equity Framework in COVID-19 Response and Recovery, and the ability to facilitate SSPS development through a broad and diverse range of System stakeholders.
2. Ability to recognize disproportionate outcomes for students and youth of color and historically and currently underserved students and youth, increase equitable access to mental/behavioral healthcare resources for historically and currently underserved students and youth, and engage historically and currently underserved students and youth in the development and implementation of the SSPS.

3. A commitment to working to understand and collaborate with individuals and groups with diverse historical experiences, training, and professional backgrounds.
4. Ability to plan in coordination with ESD, school district, and community resource partners on meeting legislative and administrative rule requirements and developing corresponding evaluation and continuous systems improvement processes.
5. Ability to organize time and resources to coordinate with ESD, school district, school, and community partners to plan and effectively communicate SSPS administrative, crisis response, and prevention education processes.
6. Ability to provide dynamic training to diverse learners adjusting to different cultural environments, learning styles, training, and multidisciplinary professional backgrounds.
7. Capability to provide safety assessment consultation to school districts, administrators, and staff by request as well as make referrals to a network of crisis and prevention education-based resources.
8. Ability to effectively listen to and speak with individuals in groups of various sizes, through in-person and through virtual formats, and using prepared materials and on a spontaneous basis.
9. Understanding of basic research methods and ability to engage in rigorous data collection and reporting (written and oral) in support of quarterly report requirements (i.e. needs assessment, training and service referral and utilization data). Ability to interpret data and make recommendations for continuous improvement.
10. Demonstrated ability to exercise judgment, integrity, confidentiality, tact, and diplomacy.

SKILLS:

- Ability to work cooperatively and independently
- Strong interpersonal, written and verbal communication skills
- Computer Skills: Microsoft Office Suite (Excel, Word, Access, Outlook and PowerPoint)
- Excellent organizational skills with attention to details
- Ability to focus, organize and prioritize
- Exhibit cultural competency and sensitivity with the ability to communicate effectively with all cultural groups

RESPONSIBILITIES and ESSENTIAL FUNCTIONS:

1) Community Engagement:

- a. As established in ([ORS 339.341](#)) and ([OAR 581-029-0001](#)), Prevention Specialists will consider input from, share information, and consult with representatives as required in OAR 581-029-001 (2) to develop the SSPS, including specific and intentional focus on prevention, countering profiling, and enhancing the use of a racial equity lens.
- b. In coordination with ODE and local SSPS System stakeholders, Prevention Specialists will plan the development of a multidisciplinary model, team, and set of administrative processes designed to provide regularly scheduled safety assessments, resource referrals and trainings for equity and racial equity-centered, strengths-based, social emotional learning and trauma-informed suicide, bullying, cyberbullying and harassment prevention and student mental health promotion. Through engagement with System stakeholders and coordination with ODE, Prevention Specialists develop SSPS to result in fewer disproportionate outcomes for students and youth of color and currently and historically underserved students and youth, increase access to equitable mental and behavioral healthcare services, and establish ESDs as hubs for student crisis response and prevention-based education.

2) Equity-based SSPS System Development:

- a. **In coordination with ODE and the statewide SSPS System, Prevention Specialists will develop a Regional ESD-based multidisciplinary SSPS model and team.** The Prevention Specialist will invite constituent school districts, public mental/behavioral health and service providers, family and social service agencies, and community-based organizations to participate on this team. As provided in OAR 581-029-0001, the Prevention Specialist will ensure the prioritization of equity and racial equity in developing multidisciplinary safety assessment teams designed to prevent targeted violence. This will occur through the [completion of ODE equity and racial equity training, the engagement and representation of historically and currently underserved students, and the incorporation of evidence-based and field-tested best practices.](#)
- b. **In coordination with ODE, Prevention Specialists will develop a training plan for SSPS.** As established in OAR 581-029-001, Prevention Specialists will develop training capacity that includes equity and racial equity lens training, safety assessment, suicide prevention (prevention, intervention, and postvention) and student wellness, bullying, cyberbullying, harassment, and intimidation prevention to provide supports and promote access to a network of services across three tiers (universal, selected, and targeted). When feasible, Prevention Specialists should facilitate access to these trainings for ESD-based team participants and engage the perspectives, resources, and educational opportunities made through partnerships with public agencies and community-based organizations to further SSPS training and professional development. Prevention Specialists will also promote access to the SafeOregon Tip Line with ESD-based teams and constituent school districts.
- c. **In coordination with ODE, Prevention Specialists will develop evaluation materials.** The purpose of the evaluation is to ensure the SSPS system complies with 36 of the Student Success Act and OAR 581-029-001. These materials include an SSPS Annual Plan, SSPS stakeholder-based Needs Assessment, Quarterly Reports, SSPS System Satisfaction Surveys, and can include ESD-based internal continuous improvement tools.
- d. **Prevention Specialists will develop SSPS administrative agreements and processes.** Administrative Agreements include interagency information-sharing agreements, safety assessment team staffing commitments, and SSPS System policies and workflow processes designed to connect and root ESD-based teams with participating school districts, schools, area service providers, and school communities. Administrative Processes will also include determining crisis response and prevention education roles and responsibilities in coordination with Suicide Prevention and Student Wellness Specialists (SSPS System partners), school districts, public service agencies, and community-based organizations.

3) Technical Assistance:

- a. Upon completion of training requirements, Prevention Specialists may provide SSPS System training and make referrals to a network of services as requested by school districts to include universal (Tier 1), selected (Tier 2), and targeted supports (Tier 2-3).
- b. Prevention Specialists may also provide—per training certification requirements and according to ESD-based SSPS interagency information-sharing agreements — individual and team-based consultation to school districts through calls and in-person meetings where applicable to assist in the assessment of behavioral safety concerns and in the facilitation of resource referrals.

EFFORT:**Mental:**

- Make decisions, assess risk, perform complex work and proceed with insufficient information
- Ongoing shifts in priority and demands require the need for review and integration of diversified functions and interests

Work Place:

- Comply with IMESD Performance Standards
- Work effectively with and responds to people from diverse culture or backgrounds
- Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting
- Confer regularly with immediate supervisor
- Use and maintain IMESD building property, equipment and materials appropriately
- Follow all IMESD policies, work procedures and reasonable requests by proper authority
- Maintain the integrity of confidential information relating to data, students, parents, staff or IMESD patrons
- Fulfill duties associated with Mandatory Reporting for suspected child abuse or neglect.
- Have regular and punctual attendance at work and work activities, punctual in meeting deadlines, attending meetings, following schedules, respond to management directions and solicits feedback to improve performance
- Develop job skills necessary to meet changes in the position
- May be required to travel to and from school locations in the IMESD service area and may be required to travel on overnight assignments

Physical:

- The physical demands described below are representative of those that must be met by an employee to successfully perform the responsibilities and essential functions of this job.

PHYSICAL REQUIREMENTS FOR RESPONSIBILITIES AND ESSENTIAL FUNCTIONS

In 8-hour workday, this job requires:

R - Rarely (Less than .5 hrs per day)

F - Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O - Occasionally (.5 – 2.5 hrs per day)

C - Continually (5.5 – 8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)			X		
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)		X			
Reaching overhead		X			

Reaching extension		X			
Repetitive use arms				X	
Repetitive use of wrists				X	
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control		X			
*Pushing/Pulling Maximum weight: 50 lbs.		X			
*Lifting/Carrying Maximum weight: 50 lbs.			X		

*Identify items typically moved:

ADDITIONAL INFORMATION:

Approved by: Jerry Copeland, HR Director
Last revised: September 15, 2020

NOTE:

IMESD believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define essential knowledge, skills, responsibilities, effort and working conditions but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's goals.

EMPLOYEE STATEMENTS:

"I have reviewed the above position description and understand its contents."

"I am aware that my position description may be revised and updated at any time and once notified of changes, I remain responsible for knowledge of its contents."

"I am aware that my position description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment with IMESD."

"I hereby certify that I possess the physical and mental ability to fulfill the essential responsibilities/functions with or without accommodation(s). If I require accommodation(s) in order to fulfill any or all of the essential responsibilities/functions, I agree to provide information to the District regarding the requested accommodation(s)."

Employee Name (print)

Employee Signature

Date

Supervisor Name (print)

Supervisor Signature

Date

