



## SCHOOL SAFETY SPECIALIST

### **CHARACTERISTICS OF WORK:**

This is professional and administrative work in directing the specialized phase of assisting local school districts in developing safety plans for their schools, providing training on maintaining a safe environment on and around school grounds, and/or providing technical assistance and training to local school district personnel on appropriate counseling techniques for children and school staff. This position is located within the Office of Safe and Orderly Schools and functions in the areas of law enforcement, counseling, and education. Incumbent acts as the primary school safety and security consultant to local school districts. Supervision is received from an administrative superior.

### **EXAMPLES OF WORK:**

**Examples of work performed in this classification include, but are not limited to, the following:**

Collects and organizes materials, prepares and delivers lectures, and plans and implements activities to educate and advise students, teachers, parents, and civic and business groups on such topics as personal safety and public safety.

Talks with students, teachers, parents, and other organizations to establish rapport, identify problems, offer assistance, and to aid students in danger of becoming delinquent.

Provides training to school safety coordinators/officers on evaluating needs and recommending safety and security measures.

Conducts school safety audits.

Coordinates activities between local school districts, law enforcement agencies and other organizations to administer crime prevention programs.

Provides training to local school district Crisis Intervention Teams.

Provides training to school counselors, teachers, and administrators on counseling techniques and school safety plans.

Coordinates counseling to students and staff following tragedies occurring at school, and coordinates with other organizations and agencies to ensure their respective services are rendered to the schools.

Participates as a member of the Rapid Response Team in cases of emergencies at local schools.

Collects and compiles research information on developing and improving counseling techniques and school safety training.

Provides technical assistance and training to local school district personnel on planning and developing mental health programs for students and staff.

Performs related or similar duties as required or assigned.

### **COMPETENCIES:**

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

**PUBLIC SECTOR COMPETENCIES:**

**Integrity:** Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

**Work Ethic:** Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work. Meets deadlines. Work product is of a high quality. Follows through on assigned tasks until they are completed correctly. Takes ownership of tasks and duties.

**Service Orientation:** Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meet and/or exceed the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers. Obtains first-hand customer information and uses it to improve projects and/or services.

**Accountability:** Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward for state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to detail to achieve high level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards and mistakes. Knows the organization's mission and functions and how it fits into state government.

**Self Management Skills:** Effectively manages emotions and impulses and maintains a positive attitude.

Encourage and facilitates cooperation, pride, trust and group identity. Fosters commitment and team spirit. Works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork. Continuously evaluates, adapts, and copes effectively with change. Allows self and others to make mistakes and learns from those

mistakes. Adheres to high ethical standards.

**Interpersonal Skills:** Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross-cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict issues. Encourages others through positive reinforcement. Expresses facts and ideas both verbally and in writing in a clear, convincing and organized manner, helping others translate vision into action. Models appropriate behavior. Recognizes and develops potential in others; mentors. Builds constructive and effective relationships.

**Communication Skills:** Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives nonverbal cues, such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information. Listens to others and responds appropriately. May make oral presentations. Communicates ideas, suggestions and concerns as well as outcomes and progress throughout the course of an activity. Provides thorough and accurate information. Can accurately restate the opinions of others even when he/she disagrees.

**Self-Development:** Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills. Uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas. Is committed to and actively works to continuously improve himself/herself.

#### **TECHNICAL COMPETENCIES:**

**Technical Proficiency:** The ability and willingness to exhibit competency in the technical areas needed to do a specific job.

Reads, comprehends, and correctly applies all rules, regulations, and policies applicable to work assignments. Performs work with a minimum amount of supervision in areas that are familiar. Knows how to conduct effective research to formulate action plans that assist school districts with safety issues. Formulates effective action plans that assist school districts with safety issues within a minimum amount of supervision.

**Workflow Management:** The ability and willingness to perform work within defined specifications and timelines and to manage conflicting priorities.

Operates under specific time constraints and within specified deadlines. Effectively prioritizes tasks in order to meet deadlines. Works on appropriate priorities to get the job done. Recognizes and adheres closely to time constraints to meet school district needs. Regularly prioritizes work tasks in the order that most effectively meets the needs of each school district.

**Problem Solving/Decision Making:** The ability and willingness to cooperate with other employees in identifying and solving problems in order to effectively and efficiently complete assigned tasks.

Exhibits ability to identify and address issues. Ensures that all problems encountered are addressed at the appropriate level and communicates all relevant information on a timely basis with accuracy and completeness. Exercises sound reasoning. Displays the ability and willingness to work with other

offices or other divisions in order to collectively complete assigned tasks or problems as that arise. Analyzes data related to school safety accurately and efficiently. Addresses data related to school safety in a direct but sensitive manner.

**Stakeholder Relations:** The ability and willingness to interact and communicate effectively with stakeholders.

Proactively provides stakeholders with proper information in an effort to reduce occurrences of future problems. Supports the agency mission and goals in all interactions with internal and external stakeholders. Acts as an advocate for agency policy. Provides school district stakeholders with accurate and useful information to reduce the future occurrence of safety-related problems. Demonstrates attitudes and behaviors that are consistent with the agency's mission and goals when responding to all stakeholder inquiries.

**ESSENTIAL FUNCTIONS:**

**Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:**

1. Maintains communication with the general public by collecting and disseminating information and coordinating activities.
2. Provides training on safety and security measures.
3. Coordinates counseling services for children and school staff.

**MINIMUM QUALIFICATIONS:**

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

**Physical Requirements:** These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

**Heavy Work:** May frequently exert force equivalent to lifting up to approximately 50 pounds and/or occasionally exert force equivalent to lifting up to approximately 100 pounds.

**Vision:** Requires the ability to perceive the nature of objects by the eye.

**Near Acuity:** Clarity of vision at 20 inches or less.

**Midrange:** Clarity of vision at distances of more than 20 inches and less than 20 feet.

**Far Acuity:** Clarity of vision at 20 feet or more.

**Field of Vision:** Ability to observe an area up or down, left or right while eyes are fixed on a given point.

**Depth Perception:** Three-dimensional vision. Ability to judge distance and space relationships so as to see objects where and as they actually are.

**Accommodation:** Ability to adjust focus.

**Color Vision:** Ability to identify colors.

**Speaking/Hearing:** Ability to give and receive information through speaking and listening skills.

**Taste/Smell:** Ability to use the sense of smell to recognize and distinguish odors. Ability to use the sense of taste to recognize and distinguish flavors.

**Motor Coordination:**

While performing the duties of this job, the incumbent is regularly required to sit; stand; walk; use hands to finger, handle or feel objects, tools or controls; and reach with hands and arms.

The incumbent is frequently required to climb or balance; and stoop, kneel, crouch, or bend.

**EXPERIENCE/EDUCATIONAL REQUIREMENTS:**

**Education:**

A Master's Degree from an accredited four-year college or university;

**AND**

**Experience:**

Five (5) years of experience related to the above-described duties;

**OR**

**Education:**

A Bachelor's Degree from an accredited four-year college or university;

**AND**

**Experience:**

Six (6) years of experience related to the above-described duties.

**INTERVIEW REQUIREMENTS:**

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.

**Additional essential functions and behavioral anchors may be identified and included by the hiring agency.**