



ELK RIVER | OTSEGO | ROGERS | ZIMMERMAN

## POSITION DESCRIPTION ISD 728 ELK RIVER AREA SCHOOLS

### SECTION I: GENERAL INFORMATION

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| <b>Position Title: Coordinator of Prevention &amp; Safety</b>  | <b>Department: Education Services</b> |
| <b>Immediate Supervisor's Position Title:</b><br>Assistant Director of Prevention, Safety, & Grants  | <b>FLSA Status:</b><br>Exempt         |
|  | <b>Bargaining Unit:</b><br>Non-Union  |
| <p><b>Job Summary:</b><br/>Under the direction of the Assistant Director of Prevention, Safety and Grants, the Coordinator of Prevention &amp; Safety is responsible for providing district-wide support and strategic focus in planning, promoting, implementing, coordinating, evaluating and ensuring sustainable prevention and safety programming. The Coordinator of Prevention &amp; Safety provides guidance to all staff members concerning the implementation of initiatives related to prevention and safety with an emphasis on social and emotional learning and mental health. The Coordinator of Prevention &amp; Safety assists with emergency management and crisis response for the district focusing on training staff and collaborating with community partners in an effort to foster a safe, healthy learning environment for all.</p> |                                       |

### SECTION II. ESSENTIAL DUTIES AND RESPONSIBILITIES

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| <b>Duty/Responsibility No:</b>  | <b>1</b> | <b>Statement of duty/responsibility: Assist with program development, coordination, evaluation and sustainability.</b>   |
| <p><b>Example tasks involved in fulfilling above duty/responsibility:</b></p> <ul style="list-style-type: none"> <li>● Develop, expand and sustain the districts prevention and safety programming so as to meet the social-emotional, behavioral and mental and physical health needs of students.</li> <li>● Facilitate and carry-out initiatives of committees to move work forward (i.e. School Health Advisory Committee, Thrive Committee, etc.)</li> <li>● Trains on research based programming using a tiered intervention approach.</li> <li>● Administer surveys that comply with state and federal reporting requirements (i.e. DIRS - Discipline Incident Reporting System, MN Student Survey, etc.)</li> <li>● Assist with the development, planning and implementation of District policies and procedures related to bullying prevention, harassment, chemical health, tobacco-free schools, weapons, student searches and crisis and emergency response.</li> <li>● Support contracted service providers to plan and achieve programming goals ( i.e. canine sniffs, co-located mental health, etc.)</li> </ul> |          |  |
| <b>Duty/Responsibility No:</b>  | <b>2</b> | <b>Statement of duty/responsibility: Establish collaborative partnerships with building administration, staff and key community partners to implement program initiatives and provide support.</b> |
| <p><b>Example tasks involved in fulfilling above duty/responsibility:</b></p> <ul style="list-style-type: none"> <li>● Organize and provide professional development and training to staff, community members, community members and community partners.</li> <li>● Promote and market trainings to reach a wide variety of audiences. Select, compile and/or create educational materials, brochures, resource lists for distribution at these trainings.</li> <li>● Participate on the Educational Services Team to support Strategic Action Plan Initiatives.</li> <li>● Represent the district at community partner meetings and coalitions (i.e. Safe Schools meetings, BRIDGES Mental Health Collaborative, Sherburne County Safe Child Council, etc.)</li> </ul>   |          |  |

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| <b>Duty/Responsibility No:</b>   | <b>3</b> | <b>Statement of duty/responsibility: Assist with emergency management and crisis planning and response for the district.</b>                                 |
| <b>Example tasks involved in fulfilling above duty/responsibility:</b>   |          |  |
| <ul style="list-style-type: none"> <li>● Provides training, conducts drills and exercises and develops procedures to district and building level staff.</li> <li>● Develops and maintains relationships with emergency responders</li> <li>● Participate on the district Crisis Team and carry-out its recommendations.</li> <li>● Facilitate district flight team trainings and responses.</li> <li>● Assess, recommend and carry-out enhancements to district/building security.</li> <li>● Assist buildings with their internal crisis plans (i.e. relocation sites, crisis teams, ALiCE drills, etc.)</li> </ul> |          |  |
| <b>Duty/Responsibility No:</b>   | <b>4</b> | <b>Statement of duty/responsibility: Other duties of a like or similar nature, necessary to ensure effective program development, delivery, and support.</b> |
| <b>Tasks involved in fulfilling above duty/responsibility:</b>   |          |  |

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

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| <b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b> |   |  |  |
| <b>REQUIRED EDUCATION/TRAINING (choose one)</b>   |   | <b>DEGREE INFORMATION:</b>   |  |
| less than high school diploma   |   | <b>Type of degree: (B.S., M.A., etc.)</b><br>BA/BS degree, advanced degree desirable   |  |
| High school diploma or GED.   |   | <b>Major field of study or degree emphasis:</b><br>Community Health, Counseling, Law Enforcement, Education, Social Work, or a related field   |  |
| 1 year college  |   | 2 years college  |  |
| 3 years college   | X | 4 years college  |  |
| 1st year graduate level   |   | <b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b><br>Principles, methods, techniques of prevention and intervention programming.<br>Providing professional development to adult learners.<br>Current knowledge of trauma informed practices and principles. |  |
| 2nd year graduate level   |   |  |  |
| Doctorate level   |   |  |  |
| <b>Required Work Experience in Addition to Formal Education/Training:</b>   |   |  |  |
| 3-5 years experience in providing mental health, safety, and/or social and emotional Learning best practices with adults and children.                              |   |  |  |
| <b>Required Supervisory Experience:</b>   |   |  |  |
| <b>LICENSE/ CERTIFICATION</b>   |   | <b>Identify licenses/certification required upon hiring:</b> License not required<br>Preferred license in Social Work, Community Health, Counseling, Law Enforcement, Education or related field   |  |

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| <b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b> | <b>Skilled in:</b><br>Prioritizing work to effectively accomplish established goals and deadlines.<br>Problem solving techniques<br>Ability to lead peers to obtain desired outcomes<br>Assessment, data analysis, and writing skills<br>Leadership, interpersonal and communication skills with adults and students.<br>Adapting to a continuously changing environment.<br>Must have excellent organizational skills and the ability to plan and prioritize work |
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|--|------------------------|
|  | activities effectively |
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| RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS |                    |
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| Titles of Positions Directly Supervised – N/A                    | # of Employees N/A |
| INDIRECT SUPERVISION: N/A  |                    |

| PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities |       |                       |                      |                         |
|--|-------|-----------------------|----------------------|-------------------------|
| Employee is required to:   | Never | 1-33%<br>Occasionally | 34-66%<br>Frequently | 66-100%<br>Continuously |
| Stand  |       |                       | X                    |                         |
| Walk   |       |                       | X                    |                         |
| Sit  |       |                       | X                    |                         |
| Use hands dexterously (use fingers to handle, feel)                                |       |                       |                      | X                       |
| Reach with hands and arms  |       |                       | X                    |                         |
| Climb or balance   |       | X                     |                      |                         |
| Stoop/kneel/crouch or crawl  |       | X                     |                      |                         |
| Talk or hear   |       |                       |                      | X                       |
| Taste or smell   | X     |                       |                      |                         |
| Physical (Lift & carry):<br>up to 10 pounds  |       | X                     |                      |                         |
| up to 25 pounds  |       | X                     |                      |                         |
| up to 50 pounds  |       | X                     |                      |                         |
| up to 75 pounds  | X     |                       |                      |                         |
| up to 100 pounds   | X     |                       |                      |                         |
| more than 100 pounds   | X     |                       |                      |                         |

| PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities  |   |
|---|---|
| Physical requirements associated with the position can be best summarized as follows:<br><br><b>Sedentary work:</b> Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. |   |
| <b>HAZARDOUS WORKING CONDITIONS:</b> <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>  | Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work. Work involves continuous contacts and interactions with the public, staff, outside agencies, district administrators and others which can involve some disagreeable human interactions/conflicts. |

**SECTION IV: CLASSIFICATION HISTORY AND APPROVAL**

|   |                   |
|---|-------------------|
| <b>This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.</b> |                   |
| <hr/> <b>Department Head's Signature</b>  | <hr/> <b>Date</b> |
| <hr/> <b>Human Resource's Signature</b>   | <hr/> <b>Date</b> |
| <b>Classification History:</b>  |                   |