

## BILINGUAL COMMUNITY SAFETY SPECIALIST - SPANISH

### DEFINITION:

Under the general direction of the Office of Behavior and Student Services, Coordinator of Safe Schools, the incumbent works collaboratively with site leaders, other safety staff, and various community resources to support a safe learning and work environment on district grounds; proactively identifies and addresses safety concerns at assigned schools; connects students, families and staff with resources that meet individual needs and supports safe communities focused on learning; assists in the preparation and implementation of emergency responses.

### QUALIFICATIONS:

#### **Experience:**

- Minimum of five (5) years of experience in a position directly related to school safety, honorable military service, student supervision or law enforcement.
- Completion of or willingness to complete a recognized school security officer or school resource officer training. curriculum significantly equivalent to those provided by the National Association of School Resource Officers.
- Bilingual in Spanish, required.

#### **Education:**

- A high school diploma or the equivalent.

#### **Licenses and Certifications:**

- Valid California driver's license

### DISTINGUISHING CHARACTERISTICS:

- This position will be assigned to multiple schools and be responsible for supporting site campus monitors and administrators and the safety of students and staff at those schools.
- Some job responsibilities may require work be done outside of normal work hours.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Behavior and Student Services and the Coordinator of Safe Schools, incumbent will:

- Assist schools and support families to develop action plans that improves school attendance with a priority on early intervention.
- Responds to community inquiries regarding safe school procedures or specific incidents as directed.
- Assists in reviewing threat assessment details provided by site staff and law enforcement to support a safe campus.
- Acts as a district liaison with first responder agencies by gathering information to resolve issues and develop and maintain cooperative relationships.
- Responds to and intervenes in critical incidents occurring on district grounds to de-escalate situations while remaining in compliance with district, local, state, and federal policies.
- Meets and interacts with students and student groups on a regular basis to better understand campus culture and student safety needs.
- Assists with or coordinates investigations related to areas of assigned responsibility with site administrator, district staff and local law enforcement agencies, as directed.
- Serves as a representative of the district to testify in district hearings, as required.
- Coordinates the development, maintenance, and implementation of comprehensive site safety plans with site administrators and site safety teams, in accordance with district, local, state, and federal requirements and best practices.
- Compiles and analyzes data to identify trends and areas of concern related to school climate and safety and raises awareness of potential issues with appropriate district and site staff.

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- Collaborates with learning support teams, leadership teams, site administrators, learning support center staff and others to identify students at risk of posing a safety concern to school campuses and connect appropriate interventions.
- Provides training, workshops and other learning opportunities for staff, students, families, and the community to ensure effective implementation of safety and emergency plans.
- Conducts onsite evaluations of district facilities to ensure the implementation of best practices and maintain working physical structures to protect the safety of students, staff, community, and district property.
- Responsible for attending training classes and other professional learning opportunities related to safety, emergencies, and cultural proficiencies.
- Models' de-escalation strategies, provide technical expertise and support administrators in use of restorative practices to address student behavior concerns.
- Other reasonable duties related to job may be assigned.
- Serves as a liaison of the district at community events to discuss and present the district's efforts to develop, evaluate and implement improvements focusing on the safety of the students, schools, and community as directed.
- Maintains a variety of narrative and statistical reports, records, correspondence, file appropriate documentation related to assigned services and activities, maintains data and records while preserving and maintaining the confidentiality of privileged information obtained in the course of work.
- May interact with students directly as a mentor or other resource to effective positive behavior change which may include conducting home visits as needed to address safety concerns and encourage student success.

### KNOWLEDGE:

- Knowledge of state and local policies and procedures regarding the administration of security and school safety programs
- Knowledge of emergency planning and response protocols and standards
- Knowledge of training methods and practices
- Knowledge of record-keeping and report preparation techniques
- Familiar with use of Restorative Practices as part of creating a safe school environment and addressing student behavior.
- Knowledge and ability to coordinate and facilitate staff, students, parents/guardians and families to district or community resources.
- Knowledge and skills utilizing computers and assorted software programs, including Microsoft Office, Google, and modern web applications.
- Knowledge of applicable laws, municipal and state codes, regulations, district policies and procedures

### ABILITIES AND SKILLS:

- Ability to effectively present information to students, public groups, and district staff
- Ability to plan, prioritize, and organize work to meet deadlines, schedules, and timeframes.
- Ability to situations accurately and recommend necessary actions.
- Effective public reaction skills and ability to handle stressful situations.
- Familiar with prevention and intervention techniques
- Effective, verbal, oral and written communication skills
- Ability to utilize interpersonal skills using tact, patience, and courtesy, including utilizing communication skills to contact dissatisfied and/or uncooperative individuals and resolve issues.
- Ability to understand crowd control procedures and the detection and identification of dangerous drugs and improper substances.
- Skills and abilities to maintain positive relationships and work effectively with all levels of district staff, parents, students, and the community.
- Ability to analyze situations, adopt an effective course of action and recommend necessary actions.
- Ability to work with frequent interruptions and significant distractions but meet deadlines.

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- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines.
- Acquainted with resources and programs related to safe school planning.
- Ability to apply applicable laws, codes, regulations, policies, and procedures.
- Ability to follow policies and procedures to meet the objectives of assigned programs and activities.
- Ability to deploy a collaborative approach when working with students, families, and community members from diverse backgrounds and life experiences.
- Ability to utilize modern office practices, procedures, and equipment.
- Ability to perform work related assignments as required, including traveling to schools within the Folsom Cordova Unified School District or other districts, as needed.
- Ability to establish priorities and meet deadlines.
- Ability to perform calmly and efficiently under stressful conditions.
- Ability to maintain consistent, punctual, and regular attendance

### PHYSICAL REQUIREMENTS:

**Physical abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include the ability to sit at a desk, conference table, or in meeting of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

### WORK ENVIRONMENT:

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.