Cheney Public Schools
12414 S Andrus Road
Cheney, WA 99004
(509) 559-4599

For our children, our community, our world, our future

CLASSIFICATION:	Specialist	LOCATION:	Cheney High School
REPORTING RELATIONSHIPS:	Position is supervised and evaluated by the building principal(s).	COMPENSATION:	Placement on the PSEC Salary Schedule
REPRESENTATION:	Public School Employees of Cheney (PSEC) a local chapter of Public School Employees Union (PSE) SEIU Local 1948		

POSITION: Student Safety and Access Specialist

GENERAL DESCRIPTION

Coordinate building systems and procedures rooted in student safety and access and directly supervise and support students.

DUTIES AND RESPONSIBILITIES

An employee hired for this assignment may perform all or some of the responsibilities defined below:

- Ensure that safety and access procedures meet all students' needs for a safe and positive building climate that enables all students, including students receiving specialized services, to thrive at CHS
- Demonstrate knowledge of school safety plans and systems to cultivate a positive school culture and student experience
- Be highly visible and present throughout the school day in hallways and readily available to address questions, issues of concern, and provide student support
- Listen attentively to concerns expressed by staff, students, and patrons
- Respond authentically and directly to issues and concerns of building safety and follow a consistent process for addressing concerns
- Maintain a safe and orderly learning environment by implementing effective and positive methods of student discipline in compliance with state laws and district policies
- Support and implement a positive school climate based on the principles of Positive Behavior Interventions and Supports
- Provide thoughtful collaboration for decisions that require school-wide commitment for implementation
- Set clear expectations for successful building safety procedures
- Create actions students and staff can take together to support a building environment centered on student safety and belonging
- Attend numerous and varied school, co-curricular, and athletic events
- Supervise, model, and teach expected behaviors across educational settings, including classrooms, lunchroom, hallways, fields, gyms, hallways, playgrounds, etc.
- Implement individual and school wide behavior support plans and positive interventions
- Implement district-adopted de-escalation and restraint strategies
- Promote students' best interests through positive role modeling and student advocacy
- Consistently and respectfully respond to student needs while maintaining confidentiality
- Coordinate with transportation department to arrange transportation for students at conclusion of ASD as needed and monitor students until they are on their bus or picked up by a parent or guardian.
- Perform first aid
- Provide appropriate supervision on designated bus routes
- Collect and enter behavioral data from various settings
- Assist in preparation of behavior plans and supporting materials
- Perform clerical duties associated with behavioral supports
- Serve as crisis team responder in designated buildings

The preceding list of duties and responsibilities is not exhaustive and may be supplemented as necessary.

Each of the positions at the specific school serves as one unit of the whole team, and as such, is subject to assignment to tasks in other areas within the classification.

KNOWLEDGE, SKILLS AND ABILITIES

- Must be able to work in a team setting and take direction
- Ability to balance firm and consistent discipline with positive behavior intervention and supports (PBIS)

- Ability to remain calm in times of high stress
- Ability to move quickly to meet student needs, maintain safety and respond to crisis
- Understand the importance of student safety and participation in activities which contribute to a positive school climate
- Ability to maintain confidentiality
- Ability to supervise unstructured activities, including ability to respond quickly to an emergency or student need
- Demonstrate knowledge of Washington state and district safety and discipline laws and policies
- Evidence of knowledge of school-related law and accommodation procedures for students with special needs
- Possess high energy and demonstrate enthusiasm for student safety and wellbeing at school
- Must possess organizational skills and the ability to work independently
- Ability to build and maintain positive relationships with students, parents, co-workers, and community members
- Ability to learn and apply both positive and corrective behavior management techniques
- Demonstrate a strong work ethic
- Ability to collaborate effectively with administrators and teachers
- Ability to know when to lead specific actions for successful implementation
- Ability to use proper grammar, spelling, and language in both oral and written communication, as well as basic math skills
- Willingness to be trained in district-approved de-escalation and restraint procedures at the first available opportunity
- Understand and use technology to enhance effective record keeping and communication of safety and access plans
- Demonstrate basic computer skills, including the ability to create and modify documents and to adapt to new technologies
- Ability to learn and operate a variety of educational/office equipment
- Must have access to reliable transportation
- Willingness/ability to be trained in lifting techniques and fine/gross motor skills
- Physical ability to participate in student restraint and ability to move quickly to evade
- Ability to maintain consistent limits
- Demonstrate ability to promote students' best interests through positive role modeling and student advocacy
- Demonstrate knowledge of Washington state and district safety and discipline laws and policies

POTENTIAL ADDITIONS

- Possess valid WA driver license, satisfactory driving record, and willingness to obtain district-provided Type II driver training for the purpose of transporting students when required

MENTAL DEMANDS

- Required to deal with a wide range of student, staff and public behaviors and needs in a positive and service-oriented manner
- Will experience shifts in work schedule and/or work site according to district needs
- Will frequently deal with distraught or difficult students or parents

PHYSICAL DEMANDS

- Ability to lift up to 50 pounds
- Amount of sitting, standing and walking may vary depending on the age of students and classroom assignments. Generally, the job requires 20% sitting, 40% walking, and 40% standing.
- The usual and customary methods of performing the job's functions require the following physical demands: the employee frequently will stand and walk and use hands for repetitive grasping and significant fine finger dexterity. The employee is occasionally required to sit, bend at neck and back, use hands to push/pull and lift/carry; squat, kneel, climb stairs or ladders, reach overhead, lift overhead, and knee stand.

REQUIRED QUALIFICATIONS

- High school diploma or equivalent
- Post-secondary learning in the areas of education, psychology, sociology, or a related field
- Minimum of one year experience in youth supervision of adolescent-aged students in activity and/or learning environment(s)
- Previous experience in a security-related role preferred
- Training and/or experience in Positive Behavior Interventions and Support (PBIS) preferred

TERMS OF EMPLOYMENT

- Specialist Classification on Public School Employees of Cheney Salary Schedule

- School year position: 180 days; 7 hours per day, Monday-Friday

CLEARANCES

WSP/FBI criminal history background clearance

EVALUATION

The employee shall be evaluated per the terms of the Public School Employees (PSE) Collective Bargaining Agreement by the building principal, department director, or designee. The process shall include an evaluation of the employee's performance of the above Duties and Responsibilities and Knowledge, Skills and Abilities.

CONTINUING EDUCATION/TRAINING

- Must complete school safety training within thirty (30) calendar days from hire date and annually thereafter
- Must acquire and maintain CPR/First Aid card within sixty (60) calendar days from hire date and as scheduled thereafter
- Attend designated trainings as specified by supervisor and/or department director in order to maintain knowledge/skills

HISTORY

Job description created: June 2022

Cheney Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, economic status, pregnancy, familial status, marital status, disability, or the use of a trained guide dog or service animal, and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions: Title IX/Chapter 28A.640 Officer/Civil Rights Compliance Coordinator/ADA Coordinator - Tom Arlt, Assistant Superintendent, Cheney School District, 12414 S. Andrus Rd. Cheney, WA 99004 Phone: (509) 559-4550; Section 504 Coordinator - Franklin Day, Director of Student Support Services, Cheney School District, 12414 S. Andrus Rd., Cheney, WA 99004 Phone: (509) 559-4507.

EQUAL OPPORTUNITY EMPLOYER