UPDATED 01/10/2022
COORDINATOR OF SAFE SCHOOLS

DEFINITION:

Under the direction of Director of Behavior Intervention & Student Services

The Coordinator of Safe Schools coordinates and oversees the development, implementation, maintenance, and evaluation of the District's Comprehensive Safe Schools Plan including training efforts at all levels in conjunction with other district and community resources. The Coordinator works in collaboration with the District and site Administrators to establish appropriate regulations, procedures, and plans to ensure effective strategies are in place to provide a safe school environment for all students, staff, parents, and the community. The Coordinator will assist with crises at both the District and site level. The Coordinator works in conjunction with Human Resources and Legal Counsel to conduct internal investigations and refers incidents to Federal and State Law Enforcement Agencies and represent as District liaison to the Folsom Police Department, Sacramento County Sheriff's Department, Sacramento City Fire Department, Sacramento County Probation Department, Juvenile Justice System, Federal Law Enforcement agencies, and other related agencies.

QUALIFICATIONS:

Education and Experience:

- A minimum of three years of relevant professional experience, preferred experience in classroom teaching, research, organizational structure and systems, strategic planning change management building capacity of adults, leadership development and coaching; experience in educational counseling, developing school culture and climate, and developing social emotional skills
- Experience developing emergency operations plans and training; a minimum of three years of experience working in K- 12 school systems, law enforcement, firefighting, crisis management, crisis communication or related field; significant coursework in the National Incident Management System (NIMS) and experience working with youth and families from diverse backgrounds.
- Possession of a valid California Teaching Credential or Pupil Personnel Services Credential
- Clear Administrative Services Credential

Licenses and Certificates:

- Valid Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license
- Valid School Security Training (SB 1626) Certificate within 30 days of hire

DISTINGUISHING CHARACTERISTICS:

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement District-wide programs and systems
- Demonstrate skills collaborating with staff and administrators

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Assess school culture and climate and work with site leaders to establish safety plans that reflect the importance of a safe, positive, and inclusive school environment.
2. Collaborate with site administrators and District SEL Director to develop and implement effective restorative justice programs as alternatives to suspension.
3. As part of a team, design, coordinate, and deliver professional learning related to school safety to members of the educational team, parents, and students.
4. Oversee goals, efforts, and progress of District Safety Committee.
5. Assist SEAD Coordinator with supervision and evaluation of department employees.
6. Develop, train, implement, and evaluate site and District Safety Plans with local agencies to address California Department of Education requirements; provide guidelines regarding required Emergency Drills and ensure drills required at various levels of instruction are conducted and documented.

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7. Coordinate the implementation of the district's emergency operations plan, policies and procedures and evaluates the effectiveness to ensure appropriate preparations and responses are identified to maintain compliance with applicable legal requirements.
8. Manage department budget; oversee purchase of safety or security-related devices, programs, applications, or other services.
9. Assist District team in interviewing, assigning, supervising, evaluating and coordinating the initial and on-going training as needed for classified and certificated staff including campus monitors and site administrators.
10. Prepare and execute the district's emergency operations center during crisis situations in accordance with the established guidelines of the National Incident Management System (NIMS).
11. Oversee the District's Emergency Management System, Catapult EMS; engage all first responders in the use of the system (Folsom Police Department, Folsom Fire Department, Sacramento Sheriff's Department, Sacramento City Fire); provide training for dispatchers of all agencies involved; collaborate with Prepared Response in system evaluation and capabilities; and maintain system updates.
12. Develop and coordinate in-service training for District staff (campus monitors, yard supervisors, inhouse monitors, etc.), students, and families to include: culturally responsive de-escalation strategies, application of new technologies; California Safe Schools Assessment procedures; cyber-safety, internet, social media awareness, dealing with dangerous people, and bike safety; gangs, drugs, violence prevention; weapons identification awareness and education; mock bus accident casualty drills; and development and implementation of site-specific Safe School Plans.
13. Coordinate the emergency planning and response efforts with medical, health and public safety agencies at the local, state, and federal levels and evaluates the effectiveness of emergency response efforts to develop recommendations for improvement on a timely basis.
14. Direct and lead the school safety program in coordination with local law enforcement agencies; maintain and improve efforts to increase attendance and reduce Juvenile intake; and serve as a liaison with local and state agencies in planning and responding to emergencies.
15. Collaborate with District's Mental Health Team, Crisis Response Team, and Suicide Prevention Team to identify, assist, and locate resources for students who are identified as a suicide risk.
16. Provide technical expertise, information, and assistance to the assigned supervisor regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective action and restorative practices.
17. Model de-escalation strategies, provide technical expertise and support administrators in use of restorative practices to address student behavior concerns.
18. Serves as a liaison of the district at community events to present on efforts to develop, evaluate and implement improvements focusing on the safety of students, schools and community as directed.
19. Facilitate collaborations and provide professional development for school improvement initiatives that close student discipline and achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
20. Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; and manage data related to crimes and suspensions on campus.
21. Create, develop, and maintains informational safety resources (i.e. brochures, websites, videos, etc.).
22. Conduct and present information at Board meetings as needed.
23. Oversee, manage, and maintain department's programs, systems, and annual budgets; authorize expenditures in accordance with established guidelines.
24. Performs related work as required.

KNOWLEDGE:

- Educational equity and California SEL Guiding Principals
- Knowledge of state and local policies and procedures regarding the administration of security/school safety programs.
- Knowledge of emergency planning and response protocols and standards.
- Knowledge of training methods and practices.
- Proficient in Microsoft Office, Google Apps, and modern web applications.
- Ability to perform calmly and efficiently under stressful conditions.
- Ability to effectively present information to management, public groups and/or the Board of Education.
- Ability to evaluate the effectiveness or programs and make recommendations for improvements
- Ability to work effectively with all levels of district staff, parents, students, and the community
- Ability to communicate effectively both verbally and in writing with administrators, staff, students, and the community.
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines.
- Ability to establish priorities and meet deadlines.
- Ability to establish and maintain records and maintain confidentiality of privileged information obtained in the course of work.
- Ability to analyze situations and adopt an effective course of action.
- Ability to analyze and resolve problems with tact and diplomacy.
- Policies, rules, and regulations concerning campus control, safety, and appropriate student behavior.
- Crowd control procedures, and the detection and identification of dangerous drugs and improper substances.
- Behavior modification strategies and techniques.
- Budget preparation and control.

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- Applicable laws, municipal and State codes, regulations, district policies, and procedures.
- Skills utilized to maintain positive relationships with students and adults.
- Uses a strengths-based approach when working with students, families and community members from diverse backgrounds and life experiences.
- Skilled in using and teaching de-escalation strategies.
- Familiar with use of Restorative Practices as part of creating a safe school environment and addressing student behavior.

ABILITIES AND SKILLS:

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

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 ability to sit at a desk, conference table, or in meetings 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.