

# Classification Description

## Manager, Student & Staff Safety

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

### Summary of Scope of Classification

This class is accountable for providing support to building staff to promote classroom environments conducive to student learning, growth, and social-emotional learning development. This class is responsible for building-wide safety and is responsive to the safety needs of students and staff.

### Education and Experience Requirements

- Bachelor's degree in law enforcement, safety, and security, or a related field received from an accredited institution AND two (2) years of experience working with individuals with disabilities and/or from challenging backgrounds.
- Must have a working knowledge of de-escalation techniques and intervention strategies.

Substitution Allowed:

- An equivalent combination of education and experience, as listed in the general education and experience above, will be considered as having an acceptable substitution.

### Licensure Requirements

- First Aid and CPR Certified
- Minnesota Protective Agent License (preferred)
- State of Minnesota Emergency Manager Certified (Preferred)

### Knowledge, Skills, and Abilities

- Knowledge of:
  - state and federal laws, regulations, rules, codes, and standards of workplace safety, emergency preparedness, restrictive procedures, and workplace environment issues;
  - how safety can impact students, staff, and other occupants;
  - social-emotional learning practices support student needs;
  - best practices with regards to emergency planning assessments, workplace safety, threat, and security assessments, emergency/crisis tabletop drills, and full-scale emergency drills;
  - best practices to promote and maintain security and safety of staff and students;
  - the student populations served in District 287 programs and the safety issues presented in different instructional settings;
  - essential workplace safety, and environmental concepts

### Reports to

Executive Director of Student Supports

### Department

Student Supports

### Bargaining Unit

Unaffiliated

### FLSA Designation

Exempt

### Position Supervises

Student Safety Coaches. This position may provide work direction to others involved in maintaining safety and security for the District.

- Skills in:
  - the development of operational procedures and guides to workplace safety;
  - the development of procedures and guides for support of students and the de-escalation of challenging, disruptive, and/or aggressive behaviors;
  - strong training and presentation skills using interactive delivery methods;
  - organizational leadership and multi-tasking;
  - developing interpersonal and interagency relationships;
  - strong oral and written communication;
  - working with a culturally diverse population and the ability to navigate intercultural issues with sensitivity, awareness, and a high level of cultural proficiency.
  
- Ability to:
  - work independently as well as collaboratively with teams;
  - expand knowledge of social emotional learning best practices with teams;
  - proactively identify and suggest ways to reduce safety risks and liability, prevent and manage workplace violence and improve school-community relations relating to safety;
  - perform assessments of safety-related issues and provide statistical analysis and reports to district leaders;
  - assess, plan, and deliver health and safety related curriculum to a broad and diverse audience;
  - initiate, innovate, be flexible, and follow through;

### Essential Functions

The following identifies the essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Lead the training, coaching, mentoring, and professional development of Student Safety Coaches;
- Promotes the achievement of racial equity in student safety and behavior practices and learning for students;
- Supports using evidence based social emotional learning practices in addressing student needs through use of community building, restorative practices, and other strategies;
- Develop and deliver instruction on procedures and best practices that are designed to minimize and prevent staff injuries;
- Collaborates with the work of strategic planning teams to ensure site based health and safety practices align with the strategic plan;
- Participate in site inspections with Facilities Senior Manager and manage site fire drills, lockdown drills and provide feedback; recommend improvements to site administrators and executive directors;
- Recommend and provide instruction on how to properly manage health and safety policies, programs, and procedures;
- Assist administration in their efforts to develop and maintain Board policies and procedures in the areas of school safety and security;

- Work collaboratively with the Building Principal, building and district staff, and external providers to develop effective methods to assess and address staff mental health and response to trauma;
- Active participant in Restrictive Procedure committee work;
- Collaborates with special education department for Crisis Prevention Intervention (CPI), Everyday Behavior Tools, and related training;
- Provide instruction to administrators on proper methods to review and strengthen site entry protocols;
- Assists in planning, organizing, and implementing staff development and training in best practices in safety and security recommending improvements and/or additions that enhance the efficiency and effectiveness of the building's overall security and safety efforts;
- Counsels and assists instructional, support and ancillary personnel in problem-solving activities pertaining to student behavior to determine appropriate solutions;
- Provides support to staff at 360 meetings as needed;
- Conducts safety planning and implementation of safety and crisis plans in conjunction with the District Incident Command Team.
- Leads critical incident and restrictive procedure data collection. Assists staff in analyzing and interpreting data to provide an objective assessment of the effectiveness of individual student and program interventions
- Performs other duties as assigned.

## Working Conditions

Frequency: Place an "X" in each box that is appropriate to the job. Follow other instructions as written.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0% OR Never on Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Physical	N	O	F	C	Physical	N	O	F	C
What is moved – computers/printers, binders, books & desks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe movement: lift, push, pull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Twisting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower, carry, reach above	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Repeat Motion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Fingering/Handling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Feeling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: near	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bending/Stooping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: far	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling/Duration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Depth Perception	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squatting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Color Discrimination	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Climbing/Height	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peripheral Vision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talking	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Crawling/Distance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reaching above shoulder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Running	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching at or below shoulder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Driving Automotive Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Surroundings</b>					<b>Environmental Conditions</b>				
Cold (50 degrees F or less)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chemicals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heat (90 degrees F or more)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gases and Fumes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to abusive and/or offensive behavior and language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confinement to small, restricted area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inside Work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exposure to unpleasant odors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office or Classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Exposure to bodily fluids	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dampness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unprotected Heights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extreme Noise, Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Moving Machinery or Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Driving a motor vehicle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

### Mental Requirements and Stress of the Position:

- Exposure to stressful situations, such as demanding students, visitors, and the public.
- Must be able to concentrate on work tasks amidst distractions, such as distractions from a smartphone, customers, co-workers, etc.
- Must exert self-control in challenging situations or when dealing with difficult people.
- Incumbent may be exposed to situations that could cause bodily harm and/or injury.

THE ABOVE STATEMENTS ARE INTENDED TO DESCRIBE THE GENERAL NATURE AND LEVEL OF WORK BEING PERFORMED BY THE EMPLOYEE ASSIGNED TO THIS POSITION. THEY ARE NOT TO BE CONSTRUED AS AN EXHAUSTIVE LIST OF ALL JOB RESPONSIBILITIES AND DUTIES PERFORMED BY PERSONNEL SO CLASSIFIED.

INTERMEDIATE DISTRICT 287 IS AN EQUAL OPPORTUNITY EMPLOYER. IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES AND ENCOURAGE BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DISTRICT WHEN NECESSARY.

