



EDUCATION ADMINISTRATOR – PREVENTION SERVICES

Education Administrator job descriptions vary from department to department as the functions are designed to meet each individual programmatic need. This job description outlines the essential functions required to fulfill the duties of a licensed administrator within the district's administrative services.

Position Summary

The Education Administrator - Prevention Services (EA-PS) manages the District's coordinated prevention services in our K-12 schools that may include targeting wraparound, behavioral safety assessment, suicide prevention and mental health.

The Prevention Services Administrator supervises the daily operation of district prevention programs, advises district leadership and multidisciplinary and multiagency teams, and oversees data systems, management, and district, state and federal reporting.

The Prevention Services Administrator directs department personnel practices, policies, and programs, including employee recruitment and staffing, labor/employee relations, risk management, and affirmative action related to District prevention efforts. The Prevention Services Administrator directs District prevention-focused practices, policies, personnel and special programs; leads district-wide prevention education efforts for all students in the district; guides district and building administration on mediation, support and assessment and monitoring issues related to prevention programming and actions; and assists building and district staff in incident management involving high risk behaviors.

Supervisory Relationship

This position reports to the Assistant Superintendent. This position supervises licensed and classified staff across departments.

Essential Functions

- A. Manage District's Prevention Programs and Services (Goals)
 - 1. Direct prevention programs to assist students to develop the resiliency to overcome and respond positively to adversity.
 - 2. Guide and inform efforts to minimize high-risk behaviors and threats of harm to self and others.
 - 3. Evaluate data and ensure compliance related to prevention related standards, policies and laws.
 - 4. Work collaboratively with district and school administration, school and student groups, partner organizations, students and their families.
- B. Directs prevention efforts, manage crises and high-needs students

1. Lead team in mental health, behavioral safety, and violence and suicide prevention program that reduces incidents of high-risk behaviors.
2. Coordinate prevention services across all communities in the K-12 school setting and in coordination with community partners.
3. Guide compliance efforts with district, state and federal regulations related to mental health, behavioral safety, and violence and suicide prevention.
4. Advise on prevention best practice and support risk management planning.
5. Provide continuity and coordination expertise.
6. Facilitate complex communications to support individual students to engage in healthy school environments and maintain student wellness.

C. Provide instructional leadership

1. Provide ongoing staff training and guidance related to prevention education services, regulations and guidelines, curriculum integration.
2. Advise district level strategic planning committees to ensure that 4J staff is knowledgeable regarding prevention issues.
3. Establish and co-facilitate integration of prevention education, such as Positive Behavioral Interventions and Supports (PBIS), into regular and special education classrooms and into core curricular areas to ensure prevention programs are reaching all students.
4. Interface with district, state and federal guidelines to ensure prevention curriculum and programs for all students are timely, evidence-based and best practice.

D. Staffing/staff management

1. Direct district-wide prevention education hiring of certified and classified staff in order to provide a diverse and qualified workforce and collaborate with building principals to meet the ongoing hiring needs of the buildings and district.
2. Lead program planning activities with the team.
3. Support staff effectiveness of both classified and licensed staff through on-going observations, coaching and evaluations.
4. Initiate, coordinate and monitor Plans of Concern and Assistance to provide on-going support for licensed and classified employees.

E. Manage parent, community & agency relations

1. Collaborate with district, community stakeholders and multiple agencies to support ongoing prevention needs.

F. Direct data and information collection systems, and federal/state reporting

1. Prepare reports related to tracking and reporting for the district, and state and federal agencies.
2. Manage student data collection and management related to district prevention education and services.
3. Lead data analysis for state and district reporting related to district prevention education and services to support compliance with district, state and federal policies.
4. Respond to information requests or requirements from parents, 4J school district committees (equity, school board), other school districts, community agencies, federal and state guidelines.

Required Knowledge, Skills and Abilities

1. Ability to interact with diverse groups of people.
2. Ability to perform well under pressure and tight deadline.
3. Ability to problem solve.
4. Ability to interpreter legal documents, laws, regulations and policies.
5. Strong written and oral communications.
Ability to engage in difficult conversations.

Minimum Qualifications

Education

- Master's degree in Education, Special Education, or related field; **and**,
- Must possess or have the ability to obtain a Valid Oregon Professional Administrator license.

Experience

- Six years (6) years of experience: four as a successful teacher and two as an administrator. Supervisory experience required.

Working Conditions and Physical Requirements

Work is generally in and around district and school buildings. Office environments are well controlled but may experience frequent interruptions. Occasional work outdoors in various climates may be required. Exposures may include unpleasant interior temperatures, dirt, and communicable diseases as well as sick, injured or agitated students, and distraught or difficult individuals. Frequent travel to district and non-district locations for meetings, and activities, that may occur in the evening or on weekends. High level of contact with district personnel, students, parents, and outside agencies/community.

The work requires regular focus on a computer screen and precise control of fingers and hand movements. The incumbent must be able to sit, stand, and walk for long periods of time. Bending, stooping, kneeling and lifting up to 20 pounds and may also be required on occasion.

ADDITIONAL INFORMATION	
Employee Unit	MAPS
Pay Grade	Admin 12 - Grade 12
Developed by	Karen M. Hardin, Director of Human Resources
Last Revised	April 11, 2022