



SUICIDE PREVENTION AND SAFETY ASSESSMENT SPECIALIST

Position Summary

Coordinates systemic support for the district and schools in suicide prevention, intervention, and postvention efforts, and promotes mental health wellness for all. Collaborates with central office and itinerant staff members and teams, school administrators and staff members, outside agencies, and community partners to implement a comprehensive system for mental health supports and referrals. This position supports the student safety assessment process, and assists school staff in referring students to appropriate mental health services, with cultural and linguistic support. Position will educate, train, and advocate to prevent issues of substance abuse, mental illness, and thoughts of suicide from reaching crisis levels. When a crisis arises or support is needed, this position coordinates systems and resources to intervene with personalized help.

Supervisory Relationship

This position reports to the Director of Student Services Department.

Essential Functions

1. Collaborate with district leadership to finalize the comprehensive suicide prevention plan, oversee implementation and fidelity of the plan;
2. Coordinate and provide evidence-based, trauma-informed, social emotional learning (SEL)-grounded, strengths-focused and equity and racial equity-centered suicide prevention, intervention, and postvention training to school districts within their identified region as identified by the Statewide School Safety and Prevention System (Section 36 of Student Success Act and Senate Bill 52, Adi's Act);
3. Provide technical assistance to all Eugene 4J schools to implement and utilize the suicide prevention program;
4. Provide resource referrals to increase access to equitable, trauma-informed, strengths-based, social emotional learning and equity-centered, multi-tiered mental and behavioral health services and training;
5. Strengthen system, partnerships and resources for prevention, intervention, and postvention activities and services;
6. Connect schools, faculty, and staff to community resources and activities for promoting mental and social emotional wellness and suicide prevention;
7. Support education programming on suicide prevention, including peer-to peer outreach and engagement efforts, where applicable;
8. Participate in threat assessment meetings with schools, and when required, with community partners;
9. Support the collecting and reporting of data to evaluate the suicide prevention programming, including the intervention, reporting, and postvention;
10. Coordinate all suicide prevention trainings; and ensure a tracking system to be maintained for all staff;
11. Collaborates with key stakeholders to build and implement a comprehensive system for mental health supports and referrals.

12. When needed, liaise with students and their families to ensure positive communication and critical connections between schools and home supports;
13. Stay informed of current research regarding best practices of suicide prevention, intervention, reporting, community referrals, and postvention efforts;
14. Create and maintain internal and external communications about the program, including to schools, students, partner agencies and the public.
15. Problem solve and report follow up about barriers and implementation.
16. Participates in all district, city, county, state, regional, committee work, focus groups, task force work related to suicide prevention, intervention and post-vention, mental health supports, and develops and strengthen relationships with partner agencies related to suicide prevention, risk assessment and mental health.
17. Will participate in mental health networks and multi-disciplinary teams.
18. The Suicide Prevention and Mental Health Specialist will employ the Equity Lens and engage with education stakeholders to support students in these groups, Black, Indigenous, People of Color communities, the LGBTQ2SIA+ communities, and community partners, to address challenges related to the disproportionate suicide rates and mental health needs among students from historically underserved groups. This will include the meaningful engagement of the voices and choices of students and youth of color, youth identifying as LGBTQIA2S+, youth experiencing disabilities, youth who are emergent bilinguals, youth bereaved by suicide, youth with mental illness or substance abuse issues, and youth navigating poverty, homelessness, and foster care;
19. Maintain regular and prompt attendance.
20. Perform other duties as assigned.

Required Knowledge, Skills and Abilities

1. Strong interpersonal skills and ability to consult with students, families, administrators, teachers, specialists, counselors, and community partners;
2. Strong verbal and written communication skills; ability to communicate with diverse audiences;
3. Ability to take initiative and exercise excellent and independent judgment;
4. Ability to use appropriate comprehensive safety assessment procedures, and recognize the importance of prevention, intervention, and postvention, with the ability to implement these strategies;
5. Ability to train staff in relevant programs; knowledge of best training practices;
6. Ability to evaluate program effectiveness, assess program gaps, and problem solve;
7. Knowledge of evidence-based, trauma-informed, social emotional learning (SEL)-grounded, strengths-focused and equity and racial equity-centered best practices in suicide awareness, prevention, intervention and postvention for youth;
8. A fundamental understanding of Oregon's educational system, a commitment to racial equity and the development of a SSPS through the Oregon Equity Lens;
9. Ability to guide, assess, support, triage and build rapport with school administration and teachers to uphold best practice in school suicide prevention protocol and policy;
10. Strong relationship building, networking skills to connect with community partners and resources;
11. Proficient with database and MS Office computer environment;
12. Hiring of bilingual and bicultural (English/Spanish) and candidates representing historically and currently underserved communities is preferred;
13. Experience with data collection and reporting.

Minimum Qualifications

Education

- Bachelor’s degree in social sciences related field required.
- Valid Oregon TSPC license, School Psychologist or School Counselor endorsement; or
- National Association of School Psychologist licensure; or
- Licensed Clinical Social Worker (LCSW); or
- Qualified Mental Health Professional (QMHP);
- Minimum of two years’ experience working within schools and with school administration, or in the mental health field with suicide prevention.

Preferred Qualifications / Experience

- Knowledge of crisis intervention – ASIST and safeTALK certification preferred;
- Certification in school-focused, evidence-based suicide, prevention, and postvention and mental health models, procedures and trainings – RESPONSE program, Connect
- Suicide Postvention, CSSRS and QPR preferred.
- Bilingual proficiency and/or multicultural experience strongly preferred.

Work Environment

Work is performed in an office environment, training environment, and in schools.

ADDITIONAL INFORMATION	
Employee Unit	Eugene Education Association
Pay Grade	Licensed Salary Schedule
Approved by	Karen Hardin, Director of Human Resources Dept.
Last revised	October 13, 2020

Employee Statement

“I have reviewed the above position description and understand its contents.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

Employee Name (Print)

Date

Employee Signature

Date