



## BEHAVIORAL THREAT ASSESSMENT SPECIALIST

---

### Position Summary

Manages all aspects of threat assessment including: development of the threat assessment process, monitoring program quality, goal setting, data collection and analysis, promoting program services, and serving as a central point of contact. Participates as needed on multidisciplinary and multiagency teams that address student safety issues: suicide prevention, assessment and management of student threat.

### Supervisory Relationship

This position reports to the Assistant Superintendent of Administrative Services.

### Essential Functions

The Behavioral Threat Assessment Specialist is divided by role into the following functions: Assessment /Evaluation, Behavior Consultation, and Threat Assessment /Sexual Incident Response.

#### Assessment /Evaluation:

1. Develops collaborative partnerships with special education teams in school buildings.
2. Meets with school-based special education team(s) to review assessment results and may assist in determining eligibility.
3. Offers ongoing consultation to staff and parents based upon assessment results.
4. Stays informed of current research regarding best practices.
5. Develops and field tests promising practices in threat assessments.

#### Behavior Consultation:

6. Uses a problem-solving framework in providing consultation with building staff regarding student behavior concerns.
7. Provides direct and indirect observations of students in multiple settings.
8. Assists self-contained classrooms and school staff with development of crisis support plans.
9. Conducts training specific to behavior intervention, crisis response and classroom management.
10. Collaboratively develops student specific behavior intervention plans and provides ongoing follow up support.
11. Serves as a liaison to students, staff and parents regarding school and community resources.
12. Stays informed of current research regarding best practices in consultation.

#### Threat Assessment / Sexual Incident Response

13. Develops collaborative partnerships with special education, regular education, alternative education and administration throughout the school district.

14. Reviews school files and previous evaluation data; gathers data from students, parents, and building staff.
15. Offers ongoing consultations to staff and parents regarding risk assessments and ongoing safety, supervision and intervention of students.
16. Stays informed of current research regarding special education as well as student risk assessment.
17. Continue to develop and refine the student risk assessment programs, overseeing the fidelity of the system.
18. Conducts assessments and consultation regarding student risk within schools and community (aggression, sexual misconduct, suicide and fire setting).
19. Coordinates ongoing oversight and consultation regarding threats (e.g. aggression, sexual misconduct, fire setting and suicide) and threat mitigation within the school district and the community.
20. Coordinate ongoing training for site-based student risk assessment teams (level one teams) and community-based risk assessment teams (level two teams).
21. Acts as a liaison and coordinates resources and liaison services for students, parents and the community through our community public agency collaboration.
22. Facilitates multi-agency collaborative teams (level 2 teams) addressing student risk.
23. Provides consultation to multi-agency risk mitigation (level 1) teams regarding threats to the district and the community.
24. Performs other duties as assigned.

### **Required Knowledge, Skills and Abilities**

1. Ability to use interpersonal skills to consult with teachers, coordinators, counselors, parents, and community agencies' personnel.
2. Ability to use appropriate assessment procedures and develop useful alternatives for students and staff.
3. Ability to participate effectively with district and building staff in developing district and building educational programs.
4. Experience training staff in procedures that are related to their program recommendations.
5. Ability to provide direct intervention services.
6. Ability to evaluate program effectiveness.

### **Minimum Qualifications**

#### Education

- Valid Oregon TSPC license, School Psychologist endorsement; or
- National Association of School Psychologist licensure; or
- Licensed Clinical Social Worker (LCSW); or
- Qualified Mental Health Professional (QMHP).
- Bilingual proficiency and/or multicultural experience strongly preferred.

#### Experience

5 years practical experience in the field.

**Work Environment**

Duties are performed in an office environment, training environment, and in schools.

**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

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	Eugene Education Association (EEA)
<b>Pay Grade</b>	Licensed Salary Schedule
<b>Reviewed by</b>	Karen Hardin, Director of Human Resources
<b>Approved by</b>	Cydney Vandercar, Asst. Superintendent Adm. Svcs.
<b>Last Revised</b>	January 14, 2020