Job Description

Job Title: Education Specialist - Mental Health and Behavior
Department: School Improvement Services
Reports To: Student Success Act Coordinator
Salary: Licensed salary schedule – 205 day

JOB SUMMARY

Cross-Functional Equity, Inclusion and Achievement Team:
This position will serve as a member of the newly formed Cross-Functional Equity, Inclusion and Achievement (CFEIA) Team designed to support school districts and ESD staff to meet the promise of the Student Success Act in the critical area of building capacity within their systems to:

1. Meet students’ mental or behavioral health needs and;
2. Increase academic achievement for students, including reducing academic disparities for focal student populations.

This team of educators promotes Equity, Diversity and Inclusion and is looking to expand the team’s diversity by seeking bilingual/multilingual, multicultural team members with diverse backgrounds and lived experiences.

The CFEIA Team is flexible, collaborative, and focuses on providing support to assist school districts in Willamette ESD’s three-county region. The team’s approach includes planning, facilitating professional learning, and coordination of technical assistance to meet the goals as outlined in each partner school district’s Student Investment Account plan as identified by the Student Success Act.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

Equity & Inclusion: Applicants must commit to and demonstrate equitable and inclusive practices in education, and demonstrate an unwavering commitment to reducing academic disparities among students that exist because of race, gender, ethnicity, disability, sexual orientation, or family income. All Cross-Functional Equity, Inclusion and Achievement (CFEIA) Team members will help ensure the principles of equity, diversity and inclusion are integrated into all facets of the work undertaken through Oregon’s Student Success Act.

- Collaborates with a variety of stakeholders (such as district administrators, WESD staff, external partners, and families) to accomplish team objectives and leverage department resources to ensure positive outcomes are evident.
- Identifies current and future needs in school districts
- Establishes rapport with relevant district staff, to provide strategic specialized services and supports
Contribute to the department and agency’s effectiveness by: identifying short-term and long-range priorities; identify and provide key information and pertinent input, thereby making recommendations for the successful implementation of Student Investment Account plans

Prepares and contributes to reports on a variety of topics related, but not limited to, equity, access, and engagement for a variety of audiences by collecting, analyzing, and summarizing information and trends.

Follows all federal, state, and local legal requirements, including new legislation and advises agency leaders as needed

Performs other duties as assigned

**Competency Areas:** Candidates must be able to demonstrate expertise in at least four of the areas below, or related competencies, highlighting their experience of increasing student outcomes and eliminating disparities either through directly supporting students or through supporting/coaching educators:

- Eliminating achievement gaps for historically underserved populations
- Culturally inclusive practices
- Multi-Tiered Systems of Support
- Integrating Tiered Behavior and Mental Health supports into school and classroom settings
- Trauma Informed Practices
- Restorative Practices
- Data driven decision making; including behavior data
- Knowledge of SEL Curriculum and Programs
- Experience creating and implementing positive behavior support plans
- Mental Health Agency/Systems Knowledge
- Provide successful professional development
- Ability to work with diverse community partners

**Other**

- Effectively builds and sustains positive professional and interpersonal relationships
- Coordinates activities with other departments, organizations and agencies in areas of mutual concern or interest
- Maintains respectful consistent communication with direct supervisor and/or program coordinator
- Assures activities and decisions are in alignment with diversity, equity and inclusion tenets
- Inspires colleagues, and builds a positive, productive work environment of belonging
- Seeks and invites input from others in the planning and decision-making process
- Applies communication best practices to achieve effective project management
- Professionally balances deadlines and identifies priorities through sound decision-making and conflict resolution
- Creates a positive work environment by:
  - Seeking to understand diverse points of view
  - Soliciting input from others
Commitment to transparency and open communication while navigating areas of constructive conflict and healthy tensions amongst the team
- Responding effectively to crisis situations
- Following agreed upon team Standard Operating Procedures developed and outlined
- Advocates for and models antiracism practices
- Follows Willamette ESD procedures, as outlined in the Staff Handbook, and assists support staff to do the same

MARGINAL DUTIES AND RESPONSIBILITIES
Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Maintains liaison role with component school districts, representatives of community agencies, professional organizations and the public.
2. At the discretion of the program manager or coordinator, assists other ESD administrators and employees in meeting agency and program goals.
3. Attends in-service trainings, staff meetings and completes required paperwork in a timely manner.

SUPERVISORY RESPONSIBILITIES
None.

EVALUATION
This position will be evaluated based upon the essential and marginal duties and responsibilities as outlined above as well as held to the standards as outlined in the evaluation system, collective bargaining agreement and employee handbook.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** Bachelor’s Degree from an accredited college or university; minimum of three (3) years’ of successful experience supporting mental and behavioral health of school aged children in public education or mental health setting. Licensure from the state of Oregon, through Oregon Teacher Standards & Practices Commission (TSPC) or other professional licensure agency, with an endorsement in School Counseling, Social Work, and/or School Psychology. The following additional Education and/or Experience is preferred:
  - A master's degree or higher in social work, counseling, education, or related behavior sciences from a regionally accredited institution
  - Continuing Education Credits on Suicide risk assessment, treatment and management
  - Bilingual/bicultural preferred, not required
Excellent oral and written communication skills, strong organizational skills and proven skills in working collaboratively and productively in a team environment while building consensus among diverse groups, including department personnel and partner agencies. Demonstrated ability to analyze complex situations and implement proactive or corrective actions and strategies. Ability to develop and maintain supportive, cooperative relationships with families (if applicable), a variety of staff, and district administrators. Demonstrated ability to facilitate groups in meetings and workshop settings, solve problems, make decisions and engage others in creating a vision and designing and implementing programs to realize the vision.

- **Interpersonal Skills:** Works well with others. Focuses on resolving conflict; maintains confidentiality; listens to others without interrupting; keeps emotions under control; remains open to others’ ideas and contributes to building a positive team spirit.
- **Language Skills:** Must be able to communicate fluently in English, verbally and in writing. If bilingual, able to communicate meaningfully, verbally, and in writing. Ability to effectively present information in one-on-one and group situations. Ability to verbally respond to common inquiries or complaints from students, parents, regulatory agencies or members of the community. Ability to read and interpret documents such as policies, budgets, rules and procedure manuals. Ability to write clear, concise and complete reports and correspondence as well as more formal communication.
- **Mathematical Skills:** Ability to accurately and quickly add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent.
- **Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Ability to analyze data, to draw sound conclusions, to develop and implement plans and procedures for improvement and/or correction.
- **Computer Skills:** General knowledge of computer usage and ability to use e-mail. Some positions may require knowledge of specific computer software.
- **Other Skills and Abilities:** Ability to work extended or flexible hours and/or travel within the state and WESD region. Overnight travel and some out-of-state may also be required. Knowledge of applicable current federal and state education programs and policy with local, State and Federal regulations, and industry standards and/or laws governing work procedures and practices, methods and materials. Applies knowledge of the principles and practices which may include practicing sound financial management, planning, organizing, directing, motivating, monitoring and decision making. Organizes work by establishing operating and/or reporting relationships and by assigning the work accordingly. Uses equipment and budgetary resources to achieve department, agency or program goals and objectives. Ability to maintain a clean and professional appearance.
- **Confidentiality:** The employee maintains the integrity of confidential information relating to agency records and data, employees, students, families, or district patrons. The employee uses or relays personal and agency information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
- **Attendance Standards:** Timely and regular attendance is an expectation of performance for all employees. To ensure adequate staffing and to meet expected agency standards, employees will be held accountable for adhering to their regular work hours and schedule. In the event an employee is unable to meet this expectation, he/she must obtain approval.
from their supervisor in advance of any requested schedule changes. This approval includes requests to use appropriate accruals, as well as late arrivals to or early departures from work, and any special attendance needs of the position as determined by the ESD.

- **Certificates, Licenses, Registrations:** Certificates as determined by the District, including valid Oregon driver’s license.

**PHYSICAL DEMANDS**
*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to sit, talk or hear. The employee is regularly required to walk and reach with hands and arms. The employee is occasionally required to stand, climb or balance, stoop, kneel, or crouch. The employee must regularly lift and/or move up to 10 pounds. Some positions may occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and the ability to focus.

**WORK ENVIRONMENT**
*The work environment characteristics described here 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 low.

**SAFETY REQUIREMENTS**
1. Compliance with all safety rules, protocols, and procedures established at each specific work site.
2. Completion of mandatory written reports after a safety or security incident.
3. Responsibility to communicate all safety related incidents and concerns to supervisor and other responsible individuals at each work site.
4. Maintain situational awareness of the environment at all times.

**OTHER**

**Note:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with this position. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The District may add to, modify or delete any aspect of this description (or the position itself) at any time as it deems advisable.

Prepared By: Willamette ESD

Date Revised: March 2021
Employee Name: ______________________________

I have read and understand this job description.

Printed Name ___________________________  Signature ___________________________  Date ___________________________