



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Instructional Program Assistant, Alternative Education Safe Schools

**Class Code: 1233
Work Days: 225**

GENERAL PURPOSE

Develop and facilitate Safe School Programs; serve as a resource to Alternative Education and community representatives for the development of youth development and grant writing for Safe School programs; support the day-to-day development, implementation, and management of the Crisis Response Network (CRN) and the Alternative Education Crisis Response Team (CRT) services and safe school activities throughout Orange County; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. May exercise direct supervision over professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Plan, develop, and facilitate Safe Schools and youth development programs; design safety plans, develop materials, and provide resources and training to Orange County schools.
 3. Plan, coordinate and implement Crisis Response Network and Crisis Response Team services and activities.
 4. Collaborate with School Administration in developing safe school and crisis response plans as well as safe school partnerships.
 5. Research funding opportunities and available grants to support programs for students in OCDE, Alternative Education.
-

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

6. Collaborate with Alternative Education programs to assist in the grant writing process; review recent research and trends to support the development of competitive proposals; and support the evaluation of grant activities.
7. Plan and conduct orientation meetings with community partners and Alternative Education staff.
8. Recruit and train community partners, staff advisors, and students at school sites.
9. Assess needs and priorities at different school sites and develop a plan of action to meet identified needs.
10. Participate in academic enrichment and sustainability committees.
11. Plan and conduct student focus groups.
12. Set up and disassemble for school activities, school meetings, and other events.
13. Demonstrate attendance sufficient to complete the duties of the position as required.
14. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Knowledge of principals and strategies of school safety, crisis response, and/or Standardized Emergency Management Systems (SEMS), National Incident Management Systems (NIMS) and Critical Incident Stress Management (CISM).
2. Knowledge of community based organizations, mental health agencies, educational agencies, law enforcement agencies, fire authority, other local, state, and federal agencies, and private organizations and businesses that may serve a role in CRN.
3. Recent developments, current literature, and sources of information related to students.
4. Community-based organizations and public and private educational agencies and other organizations that support youth development programs.
5. Recent research findings and trends related to at-risk youth and youth development.
6. Strategies to effectively serve at-risk youth.
7. Community organizations and sources for potential program volunteers and committee members.
8. Instructional strategies related to the prevention of at-risk youth behaviors.

Ability and Skill to:

1. Plan, direct, and coordinate various programs.
2. Elicit community and organizational support for program.

Ability and Skill to (cont.):

3. Research, write, and gather data for grant development and program evaluation.
4. Develop reporting procedures to document, evaluate, and make recommendations regarding the effectiveness of the program.
5. Establish and maintain effective working relationships with various constituencies.
6. Understand, interpret, and explain laws, codes, contracts, regulations, policies, and procedures.
7. Prepare clear and concise correspondence, reports, and other written materials.
8. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
9. Communicate clearly and concisely, both orally and in writing, in English.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is Bachelor's degree from an accredited college or university with major course work in health, human services, social work, instruction, or related field, and two years of responsible experience in direct service and coordination of youth development programs, crisis response and safe schools planning, recreation, or school-based programs.

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is variably paced with moderate pressure.

Revised 3/2017