



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

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**Program Specialist, Violence Prevention**

**Class Code: 1170  
Work Days: 210**

**GENERAL PURPOSE**

Support the day-to-day development, implementation, and management of program activities; facilitate activities which raise community awareness about preventing violence; serve as a liaison with other agencies; serve as a resource to school districts and other agencies in the areas of violence prevention and safe school practice; and provide responsible support to higher level management staff.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives general supervision from higher level management staff.
2. Exercises direct supervision over clerical and technical 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. Facilitate the training and implementation of violence prevention and safe school programs, to include initiatives of the School/Law Enforcement Partnership in the state of California.
  3. Develop and implement violence prevention and safe school protocol for students, staff, and parents and schedule related training.
  4. Provide training sessions for parents to include information on violence prevention and related activities.
  5. Promote policies and procedures that prohibit acts of violence in community and school settings.
  6. Increase the number of community based organizations working with schools and the number of school-based personnel who participate in safe school planning.
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### **ESSENTIAL DUTIES AND RESPONSIBILITIES(cont.):**

7. Identify motivational speakers and trainers related to violence prevention and safe school practice.
8. Enhance safe school protocol activities specifically addressing the features of threat assessment, bullying, and cyber bullying in school settings.
9. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
10. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
11. Plan, prioritize, assign, and review the work of staff responsible for providing Violence Prevention services; prepare work schedules for appropriate staff.
12. Increase the effectiveness of school/business partnerships and the number of students, staff, and parents involved.
13. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
14. Must demonstrate attendance sufficient to complete the duties of the position as required.
15. Perform related duties similar to the above in scope and function as required.

### **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

#### **Knowledge of:**

1. Principles of effective supervision, leadership, training, coaching and performance evaluation.
2. Recent research findings and trends relating to violence prevention and safe school protocol.
3. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
4. Instructional and behavior management strategies related to prevention education.
5. Basic procedures, methods, and techniques of budget preparation, reporting, and control.
6. Procedures, methods, and techniques of project and workflow management and organization.
7. Pertinent federal, state, and local laws, education and health codes, regulations, and standards/principles.
8. Community based organizations, educational agencies, law enforcement agencies, other local, state and federal agencies, and private organizations and businesses that could be involved with or supportive of the program.

#### **Ability and Skill to:**

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.

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**Ability and Skill to:**

2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Speak effectively before school personnel, youth, and community partners.
4. Plan, implement, and facilitate activities and procedures designed to ensure the successful completion of this program.
5. Establish and maintain effective working relationships with various constituencies.
6. Interpret and explain laws, codes, contracts, policies, and procedures.
7. Develop and provide presentations/trainings to school staff, students, community based organizations, the business community, and others.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

**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 psychology, sociology, or a related field; and three years of increasingly responsible experience in community work, violence prevention programs, or a related field.

**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.

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## **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 fast paced with high pressure.

5/97, 4/04, 2/10, 9/17