

## Trauma Informed Specialist/Coordinator Job Description (TISC)

### Job Description:

- Full-time position assigned at the school-based health center\* or at the location where the school-based system resides from 2016-2017.
- Coordinate professional development including on-going training for all school staff and school-based partner staff, and additional training to a Trauma Advisory Team (TAT). The TAT shall consist of a small team of 3-5 staff members in different roles who share project ownership and decision making. The work of this group could be folded into existing groups/committees like a Positive Behavioral Intervention Support, School Climate team, Equity Team, Student Support Team, Attendance Team, Care Coordination Team, or other data team using tools such as early warning systems.
- Facilitate the alignment of school based health, mental health, culturally-specific programs, youth service and/or other community organizations under trauma informed principles and practices through training, networking opportunities and streamlining of student identification and referral systems.
- Support the implementation of student and family-targeted universal education and messaging strategies (could include the development of materials to be used in person, newsletter or online and social media-based) focusing on resiliency and healing.
- Collect and interpret data for pilot study and communicate frequently with the Chief Education Office on matters related to the study.

*Note:* \*Alternatively a school-based system for providing behavioral health services and care coordination that may include a school nurse, a school counselor, a school psychologist or a clinical psychologist

### Primary Duties:

#### Training (30%)

- Conduct ongoing/refresher/just-in time training on nationally recognized trauma-informed approaches for staff.
- Train/coach the Team to deliver universal education targeting students and families (in PBIS Tier II) on resiliency and healing.

#### Trauma-informed School-Wide Effort (30%)

- Recruit, convene and staff an advisory group of diverse stakeholders (including families and students) to guide project components and timelines, and communicate this work out to other school stakeholders.

- Conduct observations and interviews using surveys/checklists to document baselines in (1) agency commitment and endorsement (including Governance & Leadership, policy & Finance; (2) Environment & Safety; (3) Workforce Development; (4) Systems Change; (5) Cross-sector Collaboration
- Review physical space (external environment, exits and entrances, waiting room, offices, halls, lighting, restrooms, classrooms, etc.) for actual and perceived safety concerns that may affect staff, students and parents.
- Facilitate the interpretation of above data, in partnership with advisory group and Team, which was collected from the training evaluations, observations and interviews, coupled with school-level data (staff and student-level) to establish priorities and measure impact.
- Provide regular updates to advisory group and larger school community on project progress and action steps and priorities for trauma informed systems change
- Participate in and provide trauma informed consultation and support to an identified school-based Team which might include a Student Support Team, Attendance Team, Care Coordination Team, or other data team using tools such as an early warning system, etc.
- Provide training and coaching support to members of the TAT providing universal education strategies to students and families on resiliency topics.

#### Community Partnership (20%)

- Provide training and networking opportunities to health, mental health and other community based partner organizations, culturally specific organizations, and/or social services organizations that might serve Tier III students in order to facilitate improved integration and coordination within the school and with outside partners.
- Monitor local, state and national trends and best practices in the trauma informed schools arena through participation in training, forums and external networking groups.
- Explore funding (including funding under the federal Every Student Succeeds Act (P.L. 114-95) and in kind partnerships to sustain partnership with community on trauma-informed practices and related services

#### Other (20%)

- Lead TAT using tools/measures developed by technical assistance vendor to implement strategies/protocols/procedures to students in Tier 1
- Ensure data are collected and communicate frequently in person (bi-weekly to monthly basis) with Chief Education Office (CEdO), the technical assistance vendor, and other pilot school's TISC on status of pilot study implementation

- Summarize and interpret collected data and communicate back to advisory group, TAT and community partners to facilitate continuous improvement.
- Provide input on final report to legislatures

**Required Knowledge and abilities:**

- Knowledge of trauma-informed theories, principles, and practices (includes multi-faceted understanding of concepts such as community trauma, intergenerational and historical trauma, parallel processes, and universal precautions).
- Knowledge of racial equity and racial justice in the context of public education.
- Knowledge and/or experience with change management as it relates to positive organizational change.
- Knowledge of education, instructional and/or electronic health record technologies and software.
- Knowledge and familiarity with local health and mental health providers and their school based service delivery models.
- Ability to manage or coordinate complex projects within a public school setting.
- Ability to develop content for and facilitating professional development to a broad range of school-based staff
- Ability to demonstrate effective skills in group facilitation, managing teams/groups, organizational dynamics, and consensus building.
- Ability to advocate, model and support implementation of district-level initiatives around racial equity and culturally responsive practices.
- Ability to communicate clearly and concisely, both orally and in writing, to a broad range of audiences.
- Ability to quickly establish and maintain cooperative and effective working relationships with a broad range of school-based staff and community partners.