Loudoun County Public Schools

HUMAN RESOURCES AND TALENT DEVELOPMENT
JOB CLASS SPECIFICATION

Certified: 7/1/2026

Coordinator, Threat Assessment

Pay Scale: B
Level: 18
FLSA Status: Exempt
Job Family: Student Services
Primary Location: Administration Building

Department Overview
The Department of Student Services focuses on prevention and intervention approaches in the schools and is committed to the "Education of the Whole Child" to ensure safe, healthy, and supportive learning environments for all students. The department supports student performance through special education, school counseling, student registration, health, social work, student assistance, attendance, homebound, assessment, diagnostic, psychological and parent resource services. The department includes the following teams: Student Services, Student Mental Health Services, Diagnostic and Prevention Services, Special Education, and Procedural Support.

Job Overview
The Threat Assessment Coordinator expands Loudoun County Public Schools (LCPS) capacity to meet Virginia Code (§ 22.1-79.4) by providing specialized coaching, training, and consultation to over 100 school-based threat assessment teams. This role is critical to strengthening the division's ability to assess and respond to approximately 2,000 threats annually—both student and non-student cases—to ensure early identification, intervention, and violence prevention.

Roles and Responsibilities
The following information is intended to describe the overall nature and scope of the work being performed. This is not a comprehensive listing of all responsibilities or tasks; work may differ and other work may be assigned when deemed appropriate.

- Provides direct case consultation, Comprehensive School Threat Assessment Guidelines (CSTAG) process coaching, and ongoing support to school-based threat assessment teams; co-assist the Supervisor of Threat Assessment in guiding the work of approximately 2,000 annual assessments
- Advises teams in accurately classifying threats and applying the CSTAG model with fidelity
- Guides school teams in developing and implementing protective actions, safety plans, reentry plans, and monitoring strategies
- Coaches teams to strengthen decision-making capacity, ensuring consistency and avoiding both over- and under-response
- Models best practices in real-time by serving a member of the threat assessment team in complex cases, such as non-student threat situations
- Co-develops and delivers mandated training and professional development for threat assessment teams; co-assist the Supervisor of Threat Assessment in compliance efforts
- Co-facilitates several annual initial CSTAG trainings for new members in alignment with Virginia Code and LCPS Policy/Regulation 8290
- Implements refresher training cycles to ensure all members remain compliant with the three-year training mandate

- Designs and delivers specialized training sessions tailored to school-specific needs and emerging threat patterns (e.g., digital threats, early elementary referrals, non-student cases)
- Consults with school administrators and team leads to customize training based on local data and case trends
- Provides post-training follow-up and on-site or virtual coaching to reinforce learning and support implementation
- Collaborates with internal and external partners to strengthen violence prevention, intervention, and school safety supports; co-assists the Supervisor of Threat Assessment in partnership coordination
- Coordinates with families, law enforcement, and community partners to support teams handling student and non-student threats
- Engages with multidisciplinary staff to integrate academic, social-emotional, behavioral, and health supports into threat assessment practices
- Analyzes and reports threat assessment data to support targeted training and violence prevention efforts; co-assists the Supervisor of Threat Assessment with district-level reporting and continuous improvement
- Reviews annual assessments to identify patterns, risks, and priority needs for training or support
- Prepares summaries and reports that inform district and school-level safety planning
- Recommends prevention and intervention strategies based on analysis of data trends

Qualifications

Below are the minimum qualifications for this job. Equivalent combinations of education and experience are also acceptable.

Education

Master's degree from an accredited college or university in school psychology, school counseling, social work, education, criminal justice, or a closely related field

Experience

Three (3) years of professional experience in K–12 education, mental health, law enforcement, or a related field with direct involvement in student support, behavioral intervention, or school safety
Experience participating in or supporting multidisciplinary teams addressing student behavior, safety, or crisis intervention

Licenses and Certifications

Holds or is eligible for appropriate professional licensure or certification as required by role (e.g., school psychologist, school social worker, school counselor, or equivalent credential aligned with Virginia Department of Education or Virginia Department of Health Professions)

Knowledge, Skills and Abilities

- Knowledge of Virginia Code (§ 22.1-79.4) and requirements for K–12 school-based threat assessment teams
- Knowledge of the Comprehensive School Threat Assessment Guidelines (CSTAG) model and K-12 threat assessment-related best practices
- Knowledge of student development, behavior, and risk factors related to school safety and violence prevention
- Skill in coaching, training, and supporting multidisciplinary school-based teams
- Skill in data analysis and application of findings to prevention and intervention strategies
- Skill in using technology, including Microsoft Word, Excel, and PowerPoint,Google suite for documentation, reporting, and training delivery
- Ability to work collaboratively with administrators, school staff, law enforcement, parents, and community partners
- Ability to communicate effectively, both orally and in writing, with diverse stakeholders

- Ability to maintain confidentiality and exercise sound judgment in high-stakes or crisis situations

Physical Requirements
The following provides a brief description of physical requirements for this job:

While performing the duties of this job, the employee is regularly talking, expressing or exchanging ideas by means of the spoken word. The employee must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. The employee must possess normal cognitive abilities including the ability to learn, recall and apply certain practices and policies. Work requires frequently sitting and/or remaining in a stationary position for long periods of time; exerting up to 25 pounds of force occasionally and negligible amounts of force frequently to lift, carry, push, pull or otherwise move objects.

Equal Opportunity Employment
The Loudoun County School Board seeks to cultivate a high performing team of professionals focused on its mission and goals. The School Board values merit and excellence within its workforce and encourages the highest levels of professionalism for all its employees.

The School Board also recognizes and values the diversity of the students and broader community it serves and encourages diversity within its workforce.

The Loudoun County School Board is an Equal Opportunity Employer. The School Board does not discriminate against qualified applicants or employees on the basis of actual or perceived race, national origin, ancestry, color, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, marital status, age, religion, disability, genetic information, veteran status or any basis protected by law.

ADA Accommodations Disclosure
Under the Americans with Disabilities Act (ADA), Loudoun County Public Schools is required to provide reasonable accommodations to qualified employees with disabilities, unless doing so would pose an undue hardship. Qualified employees are those who hold the necessary education, skills, and experience for the job; and who can perform its essential responsibilities, with or without accommodation.

Remote Work Disclosure
The following guidelines apply to jobs and positions where employees have been identified as having the potential to work remotely. Remote work is defined as completing one's duties and responsibilities at a site other than one's assigned duty location. In order to be eligible for remote work privileges, an employee must have demonstrated consistent, positive performance and have the support and approval of their direct supervisor. In addition, these employees must have reliable high-speed internet and a designated workspace that allows them privacy while completing sensitive and confidential work. Employees who are non-exempt and are working remotely will work their regular scheduled hours and gain prior approval from their supervisor if they work more than 8 hours a day or more than 40 hours in a workweek. Remote work privileges can be amended, changed, or revoked based upon the performance of the employee, as well as the needs of Loudoun County Public Schools.