

STUDENT SUPPORT SPECIALIST**DEFINITION:**

The Student Support Specialist works under the general supervision of the Director of Strategic Initiatives and Support Services, as part of the school and district support team to make schools the centers of wellness in their communities. The Student Support Specialist applies a systemic, community partnership, youth-led, equity-focused, and developmentally appropriate approach to instruction, mental wellness, student behavior, and shared leadership with youth and families. The Specialist will play a key role in building and maintaining Multi-tiered Systems of Support (MTSS) that use a whole child design focus. The Specialist will secure resources and community partnerships that assist youth and their families to improve school attendance, learning outcomes, behavior, physical or mental health, and remove barriers to full participation in their education and on-time graduation.

QUALIFICATIONS:

Credential Requirements: Teaching, School Nurse Services or Pupil Personnel Services Credential. Can be enrolled in program to earn one of these credentials.

Experience: At least two years of professional experience performing similar functions and duties, preferably in a school setting. Experience in implementing tiered interventions in a diverse setting is preferred.

Education: Master's degree in Social Work, Counseling, Education, Public Health or Nursing from an accredited college or university. Any combination of education and experience which demonstrates the ability to perform the job duties may be considered.

Any combination of experience and education which demonstrates the ability to perform the job duties may be considered.

DISTINGUISHING CHARACTERISTICS:

The Student Support Specialist will support site and department administrators with the collection and analysis of local and districtwide data to improve student achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Strategic Initiatives and Support Services or designee, Specialist will:

- Participate in site and district-wide implementation of an equitable and integrated system of student support (ex. School climate, Community Schools, attendance improvement, drop-out prevention/recovery, PBIS, Restorative Practices, MTSS, and Professional Learning Communities).
- Provide crisis intervention and community resource referrals for students, families, and staff as needed.
- Facilitate empirically supported prevention programs focused on Transformative SEL skill-building and application.
- Serve as a Field Instructor for student interns.
- Monitor, document, and report on academic, behavior, and attendance progress of individual students and LCAP accountability groups and make recommendations for appropriate interventions and systems change at the site and district level.
- Participate and use various data resources to assess school and district-wide social problems and situations interfering with students' access to an optimal education experience.
- Participate in the planning and implementation of programs and policies, including needs assessment and evaluation components.
- Serve as a liaison between the school, the home, and community partners in building and maintaining positive relationships that support student learning and emotional wellness. This includes home visits with families, partnering with local agencies, participating in community meetings, etc.

STUDENT SUPPORT SPECIALIST

- Act as an advocate for educational equity and provide professional development for staff, parents or community groups serving and supporting culturally and racially diverse populations.
- Serve on various committees, projects and task forces at the school and district level to address a wide range of issues relevant to the district and community.
- Pursue grants and business sponsorships to provide and maintain resources on campus.
- Present to small and large groups on school-based wellness initiatives.
- Perform related duties as reasonably assigned.

KNOWLEDGE OF:

- Culturally responsive youth development and family engagement practices
- Transformative Social Emotional Learning
- Multi-tiered System of Support and Coordination of Services Team (COST) best practices in secondary school settings
- Restorative practices to address student behavior
- Professional Learning Community and Continuous Improvement
- California Education Code
- Customer service techniques and excellent interpersonal skills and techniques
- Oral and written communication skills
- Correct English usage, grammar, spelling, punctuation, and vocabulary in either written or oral communication, as applicable

ABILITIES AND SKILLS:

- Communicate effectively both orally and in writing
- Utilize interpersonal skill of courtesy, tact, diplomacy, patience, and professionalism
- Establish and maintain cooperative and effective working relationships with others including the application of good customer service principles
- Maintain confidentiality of sensitive and privileged information
- Analyze situations accurately and adopt an effective course of action
- Think clearly and logically, use good judgment, and make appropriate decisions
- Read, interpret, apply, and explain laws, code, rules, regulations, policies, and procedures
- Meet schedules and timelines
- Work independently with little direction
- Plan and organize work
- Maintain a variety of records related to assigned activities

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.

STUDENT SUPPORT SPECIALIST

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Home visits and community outreach.
- The noise level in the work environment may be high at times (school setting).
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.