



Social Emotional Strategist – Resource Room Support

Purpose Statement

The job of Social Emotional Strategist is performed for the purpose of serving as a collaborative partner with resource room staff, providing social and emotional regulation instruction, facilitating administrative processes, developing individual student plans, supporting a multi-tiered system of intervention, and ensuring compliance with county, state, and/or federal requirements. This role involves providing extensive counseling to identified students with significant social, emotional, and behavioral challenges, and offering strategic services to address social-emotional environmental issues that interfere with the educational process.

Supervisory Relationship

Reports to: Building Principal

Essential Functions

- **Direct Instruction:** Provide direct instruction on social skills and emotional regulation for groups or individual students.
- **Behavior Intervention Plans:** Engage in Functional Behavior Assessments to develop individualized Behavior Intervention Plans.
- **Compliance:** Provide services under Federal and State guidelines for students with disabilities.
- **Progress Monitoring:** Maintain individual student progress data and report progress to stakeholders.
- **Intervention Facilitation:** Facilitate interventions within a multi-tiered system framework, including training and supervising other staff delivering interventions.
- **Effectiveness Evaluation:** Evaluate the effectiveness of interventions at both individual and school-wide levels.
- **Case Management:** Serve as case manager for student programming as needed.
- **Needs Assessment:** Assess student and family needs using various evaluation protocols to develop and implement individualized plans of services supporting educational objectives.
- **Crisis Intervention:** Assist with school and home crisis intervention plans for issues such as health, runaway child, abuse/neglect, domestic violence, and family member suicide.
- **Training Coordination:** Coordinate training opportunities for staff, parents, and/or students on topics such as parenting skills, community resources, district programs, social skill development, and mental health awareness.
- **Documentation:** Maintain case records and documentation, adhering to confidentiality standards and compliance with mandated requirements.
- **Participation in Meetings:** Participate in meetings, training, and seminars to convey and gather information required for job functions.
- **Intervention Requests:** Respond to requests for intervention in situations that could negatively impact the student's education plan, including providing social skill instruction, resiliency training, and motivational training for at-risk students, and developing behavior intervention and support plans.
- **Adhere to School Policies:** Follow school policies and procedures.
- **Attendance:** This position requires prompt and consistent attendance.
- **Perform Other Duties:** Undertake additional tasks as assigned to support the effective operation of the work unit.

Job Requirements: Minimum Qualifications

Skills

- Proficiency in performing multiple, highly complex, technical tasks.
- Excellent human relations, oral and written communication skills.
- Demonstrated successful use of clinical skills in working with students and/or their families, other programs, and agencies.

Knowledge

- Ability to perform algebra and geometry.
- Ability to review and interpret highly technical information, write technical materials, and speak persuasively to implement desired actions.
- Knowledge of Bismarck Public Schools and local agencies providing services to youth and their families.
- Excellent clinical knowledge and skill in working with students experiencing significant social, emotional, and behavioral issues and their families.
- Working knowledge of federal, state, and local laws, policies, and regulations related to special education and serious emotional disabilities.

Abilities

- Schedule activities, meetings, and events.
- Gather, collate, and classify data.
- Work independently and collaboratively with others in a wide variety of circumstances.
- Utilize job-related equipment and solve practical problems.
- Maintain confidentiality, meet deadlines, and work with detailed information/data.
- Adapt to changing work priorities and maintain flexibility.
- Establish effective working relationships and handle multiple projects.
- Assist in developing and monitor individualized education programs (IEPs) that include appropriate social skills, behavioral, and academic goals.
- Familiarity with surface management strategies as needed.

Responsibility

Work under limited supervision using standardized practices and methods. Lead, guide, and coordinate others. Operate within a defined budget. Utilize resources from other work units as required. Continually impact the organization's services.

Work Environment

Physical demands include some lifting, carrying, pushing, pulling, stooping, kneeling, crouching, crawling, and significant fine finger dexterity. Generally involves 40% sitting, 40% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience

Experience in schools preferred.

Education

Degree in social work or a degree in teaching.

Certificates and Licenses

ND Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Salary Grade

PJ or appropriate placement on Teacher Salary Schedule

Bismarck Public Schools prohibits discrimination and harassment based on a student's, parent's, guardian's, or employee's race, color, religion, sex, gender identity, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.