

TITLE **Advocate - Student Support Services**

QUALIFICATIONS

1. Valid state license in the applicable area of expertise;
2. Preferred - Master's Degree in Social Work, Counseling, or other applicable medical field; and
3. Meets health and physical requirements.

JOB GOALS

To empower students, families, and school personnel to access available opportunities and resources that develop each student's potential.

To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible men and women.

MAJOR FUNCTIONS

1. Effectively and appropriately assesses and addresses the needs, characteristics, and interactions of students, families, school personnel, and the community;
2. Uses knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crises intervention and response, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, graduation awareness, and coordination of school and community services;
3. Advocates for appropriate services for students and their families;
4. Consults and collaborates with stakeholders on behalf of students and their families;
5. Effectively plans, implements, and evaluates programs that promote student and family success; and
6. Advocates, facilitates, and contributes to accountability for outcomes aligned with local, state, and federal policies and guidelines.

SPECIFICS include, but are not limited to:

1. Assesses student and family needs (e.g. financial, medical, parenting skills, etc.); suggesting plans of services to support educational objectives and to assist families in seeking services.
2. Coordinates activities with a variety of outside services, agencies, school sites, etc. (e.g. mental health, probation, medical, etc.); providing referrals for families and/or students.
3. Coordinates workshops for parents and/or students (e.g. parenting skills, community resources, district programs, social skill development, etc.); assisting parents in maintaining a positive home environment, building trust between family and District and supporting child's educational program.
4. Maintains case records (appropriate documentation) and complies with mandated requirements.
5. Participates in meetings, workshops and seminars as needed to convey and/or gather information required to perform functions.
6. Responds to requests for intervention in situations that could negatively impact the student's education plan, focusing on addressing needs of the student.
7. Serves as a liaison and advocate on behalf of the student, trying to improve or resolve issues that could impede student's success.

8. Strives to:

- Identify and serve students at high risk for drugs and violence,
- Provide individual and group counseling related to identified needs (anger-management, impulse control, substance abuse prevention, social skills training, self-esteem, etc.),
- Assist students in development of problem solving and conflict resolution skills,
- Promote regular school attendance,
- Facilitate Functional Behavior assessments,
- Contribute to students' Individual Learning Plans,
- Coordinate crisis intervention services and/or serve on schools' Crisis Team,
- Facilitate transition planning and implementation for students,
- Track students to identify changing needs,
- Assess student and family needs,
- Coordinate services with school personnel and with community agencies,
- Help students and families in making the best use of available opportunities and resources by coordinating school, home, and community resources,
- Promote parent involvement in school (conferences, parenting class, IEP and ILP meetings, etc.),
- Conduct parent classes to address identified areas of need (e.g. parenting skills, substance abuse awareness, appropriate discipline, etc.),
- Instruct stakeholders in drug and violence prevention education/training,
- Respond to requests for intervention in situations that could negatively impact the student's education plan,
- Prepare teachers to deliver support and instruction related to drug and violence prevention,
- Provide competent, culturally sensitive services, and
- Collect data to measure program effectiveness.

9. Maintains confidentiality relative to students.

10. Represents the school system and the community in a positive manner.

11. Reports to the proper authorities when the employee knows, or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse or neglect.

12. Follows all board policies, school rules, and administrative regulations on the local, state and national level.

13. Serves as a role model to all staff, students and other members of the school community.

14. Performs other work-related duties as assigned by the Director of Schools.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed ten (10) pounds. Other physical demands that may be required are as follows:

1. Kneeling
2. Talking
3. Hearing
4. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Data Perception*: Ability to understand and interpret information presented in the form of graphs, charts, or tables.

WORK CONDITIONS

Normal working environment in a public school.

Will be expected to work directly with students, families, and school personnel to best meet students' needs.

May be assigned to more than one school and/or different schools from year to year.

Travel will be required within the county to schools, homes, and community resources.

TERMS OF EMPLOYMENT

Typical 200-day employment contract of other certified employees; additional days may be required.

Expected to work 7.5 hours a day.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 am. and continues through the following Saturday at 11:59 pm).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.