



RIALTO UNIFIED SCHOOL DISTRICT CLASSIFIED MANAGEMENT

STUDENT SUCCESS SPECIALIST

DEFINITION:

Under the direction of Lead Student Services Agent, the Student Success Specialist will promote prevention and intervention services within a Multi-tiered System of Support (MTSS) framework. Responsibilities include providing early identification of students with behavioral, social, and/or emotional concerns, short term one-on-one support, social skill support, screening and referral services, consultation and crisis intervention services for students identified as having a disciplinary behavior that warrants an exclusionary response, and case management for students and parents. Collaborates with community partners, school staff, and outside agencies that can provide school-based services and interventions for students and their families. Works closely with other departments for linkage and referrals when appropriate. Provides parent engagement opportunities including but not limited to parent workshops, check-ins, and targeted case management.

ESSENTIAL DUTIES:

- Provide oversight, guidance and consultation services for staff and families on behalf of students
- Facilitates program development and provision of Tier I & II services and provides direct oversight for the day-to-day operations of the wellness centers.
- Collaborates with the school-sites and district staff to identify students in need of additional Tier II and Tier III support using screening tools, student data, and referral processes.
- Triage assessments conducted with students/parents to determine recommended supports and services.
- Assists in the planning, implementation, and supervision of the program and services including training, monitoring, auditing, quality assurance, and tracking outcomes at wellness centers.
- Supports the supervision and implementation of evidenced-based practices including screening, assessment, program implementation, and outcome measures at clinics, school sites, and specially funded programs.
- Develops, completes, monitors, and implements documentation and program accountability and improvement by utilizing electronic health records and other District data systems.
- Provides assistance and support for student and their families or critical incidents relating to crisis counseling & intervention services, threat assessment and management, workplace violence prevention, and suicide prevention.
- Coordinates and collaborates with program and District stakeholders such as students, parents, community-based agencies, and partners.
- Provides individualized evidenced based intervention to individuals, group and/or family targeting students who are at risk of school failure.
- Provides student, parent, and/or staff psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional challenges that impact learning.
- Promotes parent engagement in the educational process and provides parent education programs
- Develops and conducts evidence-based professional development trainings specific to school sites and district to address barriers to learning and restore and maintain a safe and healthy learning environment for students, staff, and parents, including Impact of Trauma and Learning, Psychological First Aid, Crisis Intervention, Threat Assessment and Management, and Suicide Prevention Services.

- Collaborates with teachers and school staff consultation to develop strategies for classroom management, designing and monitoring behavior contracts, and positive behavior support planning and implementation.
- Provides targeted case management to ensure students and their families are linked to the identified resources available within the district and or community.
- Plans, coordinates, and participates in multidisciplinary teams, including Positive Behavior Intervention & Supports Team (PBIS), Student Success Teams (SST), School Attendance Review Team (SART), Crisis Response Team (CRT), Threat Assessment Teams (TAT), and Child Welfare and Attendance (CWA).
- Participates as a school site team member to assist in developing, implementing, and monitoring effectiveness of 504 Plans to ensure student behavior and academic needs are adequately addressed.
- Participates in school, central and decentralized District Crisis Response Teams and provides support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Cultures, vulnerable populations and the ability to demonstrate competence in the provision of services that are sensitive to persons' cultures, circumstances, and differences among people and cultural groups.
- The nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- The impact of laws on education.
- Mental health concepts and behaviors which are the result of mental, physical, emotional, sensory, speech or other handicapping conditions; selective collection of information and documentation of biological, psychological, sociological and environmental factors which affect the learning process.

ABILITY TO:

- Communicate and interact effectively with stakeholders: students, teachers, parents, colleagues, and community leaders.
- Maintain written documentation; utilize instructional technology tools and materials.

EXPERIENCE AND EDUCATION:

EXPERIENCE:

Three (3) years of experience providing behavioral health services including direct services, treatment plans, monitoring progress, and exit from services. Experience working with children as a mental health clinician with experience working in a public education setting preferred.

EDUCATION:

Verification of a Master's degree from an accredited college/university; Verification of Licensed Marriage & Family Therapist (MFT) or Licensed Clinical Social Work (LCSW), or Licensed Clinical Psychologist.

LICENSES, CERTIFICATIONS AND OTHER REQUIREMENTS:

- Possession of valid California driver's license
- Insurability by the District's liability insurance carrier may be required.

PHYSICAL DEMANDS:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Will frequently exert 10 to 50 pounds of force to lift, carry, push, pull or otherwise move objects.
- Will sit, but may run, walk or stand for periods of time; will be required to bend, stoop, crouch, kneel, reach above shoulder level and/or to ascend/descend a step stool or step ladder.
- Must possess the ability to hear and perceive the nature of sound.
- Must possess visual acuity and depth perception.
- Must be capable of providing written and oral information, both in person and over the telephone.
- Must possess the manual dexterity to operate business-related equipment and to handle and work with various objects and materials.
- Must be able to drive to and work at multiple sites on a daily basis.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Revision Date: 7/2021

**AN EQUAL OPPORTUNITY EMPLOYER
RIALTO UNIFIED SCHOOL DISTRICT IS A “DRUG and TOBACCO-FREE WORKPLACE”**