

Student Success Strategist

DEFINITION

Under the direction of Lead Student Services Agent, the Student Success Strategist promotes prevention and intervention services within the 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, and case management for students and parents. Collaborates with community partners, school staff, and outside agencies providing services and interventions to students and their families. Works closely with other departments for linkage and referrals when appropriate. Provides parent engagement including but not limited to parent workshops, check-ins, and linking to community services.

ESSENTIAL DUTIES

- Provides direct oversight of the day-to-day operations of the wellness centers by facilitating the coordination and provision of Tier I & II services and collaborates with the school and district staff to identify students in need of additional Tier II and Tier III support using screening tools, student data, and referral processes.
- Provides case management including linking students and their families to community services to help improve academic, social and emotional outcomes; provides support to assist students with successful re-engagement with school community, including assessment, Behavior Intervention Plan (BIP), Section 504, coordination and monitoring of referrals to community-based resources.
- Promotes evidence-based behavioral practices focusing on prevention and intervention ensuring supports meet district standards of cultural relevance and cultural sensitivity in order to improve learning conditions for the student.
- Consults with parents, school administrators, staff and community agencies regarding identified students; works collaboratively to understand the functions of behaviors to create alternative solutions, appropriate supports, and effective interventions; cultivates social emotional learning that is developmentally and culturally appropriate, matched with the level of identified need.
- Maintains relationships and collaborates with identified providers to facilitate referrals and support students with existing wraparound plans to ensure the plan is implemented with fidelity and promotes student mental health, behavioral health, and social skill acquisition.
- Works with school, district, city, and the community to facilitate empowering events.
- Engages families and school staff to better understand student needs, develops and manages partnerships with local and district service providers, and participates in learning from school staff and community partners.
- Intervenes with maladaptive behaviors while developing the students' strengths and interests.
- Assists with transitioning students to the appropriate level of social emotional/mental health support.
- Provides parent engagement to include coordination and oversight of parent training and workshops.
- Participates in professional development opportunities centered on social emotional learning & mental health.
- Conducts guidance lessons to students in areas of prevention.
- Provides case management--linking students/family to community resources.
- Manages student caseloads.
- Develops a strength-based relationship with youth and caregivers.

QUALIFICATIONS

Knowledge of: District policies/procedures, state and federal laws and regulations related to instruction, discipline, attendance, special education, Section 504, Title IX, Harassment, Intimidation, and Bullying, and Every Student Succeeds Act (ESSA); adverse Childhood Experiences (ACEs) and trauma-informed practices, PBIS, restorative practices, behavior management, and effective practices for student needing Social Emotional Learning (SEL) services; case management and linking services as well as developing effective behavior management strategies, and behavior intervention plans (BIP).

Ability to: Communicate and interact effectively with stakeholders: students, teachers, parents, colleagues, and community leaders; establish and maintain effective working relationships with district office staff, building staff, parents or guardians, outside agencies, and the culturally and linguistically diverse community population; demonstrate cultural responsiveness and the willingness to examine implicit bias; meet timelines/deadlines as required by the demands of the current work; manage multiple complex cases; support students in a variety of educational models; problem solve and think critically; support classrooms, develop adult capacity, skill and confidence in supporting students with behavioral and/or social-emotional needs; learn laws related to public education.

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.

EXPERIENCE AND EDUCATION

Experience: Three years school-based and/or community-based experience in an urban setting working with culturally and linguistically diverse populations as well as the behavioral and mental health field.

Education: Bachelor's degree in psychology, social service, sociology, social work, education or other related field.

License Requirement: Possession of valid California driver's license

Condition of Employment: Insurability by the District's liability insurance carrier may be required.

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