**Granite Falls School District**

**Position Description**

**STUDENT SUPPORT ADVOCATE**

**GENERAL SUMMARY**

The responsibilities of this position are to work with at-risk students and families, as well as relevant school staff and community resources and to orchestrate meaningful, positive, and sustainable academic and social interventions.

**TYPICAL FUNCTIONS**

To effectively perform the essential functions of any position with the District, regular attendance is required and expected.

1. Collaborates with middle and high school staff to identify at-risk students as defined by poor academic progress, poor attendance, and other related criteria.

2. Meets with students and families to identify and fully understand the issues impacting the student's performance at school.

3. Develops effective prevention and intervention strategies and techniques designed to result in better academic progress, improved school attendance, and overall appropriate school and life actions. Implements programs involving students, families, community resources, and relevant staff as appropriate to address issues.

4. Identifies family needs not being served; identifies and develops strategies to overcome barriers that prevent families from utilizing existing resources. Acts as liaison with community agencies, promoting on-site collaboration. Makes referrals to community agencies for families; develops procedures for family self-referral to health and social services.

5. Develops systems of data collection and record keeping to document progress of services; evaluates effectiveness of the program according to specific goals using the data collected. Establishes baseline data for students served; collects relevant data after interventions; and reports results as directed at school, district, and county levels. Make recommendations as appropriate.

6. Participates in collaborative meetings within the school and district, and outside the district to be able to better serve at-risk students. Participates in relevant training as appropriate.

7. Serve as member of instructional team of the district; perform related duties consistent with the scope and intent of the position; other duties as assigned.

**REPORTING RELATIONSHIPS:** Reports to building principal.

**MENTAL DEMANDS**

Requires proficiency, diplomacy, discretion, and effective oral/written communication skills in the form of student/parent/staff relations and conflict/problem resolution; requires ability to establish and develop positive rapport for effective communication with students, families, and community members of diverse ethnic, cultural, and socio-economic backgrounds; requires genuine interest in helping all students; requires the ability to foster teamwork and collaboration among staff, students and their families, and community agencies; requires ability to provide and maintain an effective counseling environment; requires expertise in effective individual and group counseling; requires good listening skills; requires skill in building networks and connecting students and families to resources; requires skill in community organization and planning; requires ability to research and develop plans for implementation of prevention/intervention strategies; requires knowledge and successful use of effective prevention/intervention techniques and development and implementation of strategies and plans; requires ability to adapt and modify techniques and/or materials for effectiveness; requires excellent planning, organizational, and time management skills; requires excellent concentration skills; requires adaptability, flexibility, patience, and understanding of different student, staff, parent, and community learning/working styles and ability to promote effective relationships; requires effective supervisory and student discipline skills; requires effective supervision and instruction of student behavior to promote and encourage skills acquisition and learning; requires regular and effective decision-making skills, including creativity and flexibility in problem-solving; requires performing under stress when confronted with emergency, critical and unusual situations, and day-to-day deadlines; stress and/or tension is a frequent part of the job; requires ability to establish and complete priorities and objectives; requires substantial self-discipline in behavior and attitude; requires modeling effective and appropriate behavior at all times; requires ability to work independently; requires excellent collaboration/cooperation skills and ability to work as part of a team; requires fairness and consistency when working with students; requires setting up and maintaining accurate files and records; requires excellent reading, writing, math, and written/oral communication skills; requires a high degree of proficiency in English usage including grammar and spelling for the composition and formatting of own correspondence and records/reports; requires performance of detailed work in reference to preparation and computation of data and analysis of information both verbally and in written form; requires maintaining composure when working with distraught, angry, or hostile individuals; requires de-escalation and mediation skills; requires knowledge and understanding of current research, theories, and trends in prevention/intervention techniques; requires administration of rules, regulations, policies, and laws related to prevention/intervention in public education; requires proficiency in evaluation of student progress and achievement; requires strict confidentiality; requires understanding and proficiency in operation of personal computer and software programs; must possess genuine interest in helping others with mental, social, physical, and educational needs.

**PHYSICAL DEMANDS**

Exposure to diseases carried by students; exposure to student noise levels; requires good visual and hearing ability; may require prolonged standing or sitting; may require attending to students' personal hygiene; may require lifting and positioning students; may require restraining out-of-control students; may require assisting students with physical activities; may be exposed to visual display terminal for prolonged periods; may be asked to attend evening meetings or activities; may represent the district on potentially sensitive or controversial matters.

**MINIMUM QUALIFICATIONS**

Education and Experience

Bachelor's degree in social work, education, psychology, or related field; Ability to speak and write Spanish is preferred; knowledge of social and community service agencies and providers; knowledge of school-based support services; satisfactory background clearance and driver’s abstract.

Licenses/Special Requirements

As specified above.

**CONDITIONS**

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.