



STUDENT SUPPORT ADVOCATE

Position Title: Professional-Technical Level 1

Location: Assigned Department

Reports to: District Administrator or School Principal

FLSA Status: Non-Exempt

Employee Group: Professional-Technical

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Employees assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

This position is responsible for providing, or coordinating and suggesting community resources to provide, student/family advocacy and mentoring services through collaboration with students, parents and staff to increase student academic and social development and achievement.

Part II: Supervision and Controls over the Work

Works under the supervision of a district office administrator(s) or school administrator. Work is controlled and/or guided by school and district policies and procedures, and Snohomish County contract, and directions and expectations as established by the administrator(s) and Snohomish County. Operates with considerable flexibility and discretion in assessing student and family needs and providing or suggesting services and interventions.

Part III: Major Duties and Responsibilities (depending on specific assignment)

1. Assesses student and family needs. Designs and implements individualized services to support educational and social objectives. Designs intake and assessment processes and procedures to identify program participants. Develops monitoring and review strategies to recognize changing or fulfilled needs of student and families. Conducts post-intervention follow-up to assure sustainability of educational and social change.
2. Coordinates school, district, and community resources to create an efficient, comprehensive, and integrated system of intervention and support. Builds strong relationships between service providers, student and parent groups, and district staff to build program support. Establishes and maintains collaboration and information sharing with mental health probation, medical, and social services agencies.



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3. Monitors student progress and coordinates individual student improvement plans with teachers, counselors and administrators. Provides guidance and information to help others understand and appreciate student and family interventions and identify and understand their methods of contribution.
4. Assists students and families in identifying short and long-term goals. Provides information and support to students and families to assist them in meeting goals. Conducts home visits as required.
5. Refers students and families to appropriate community or school resources as needed. Coordinates workshops and conducts educational support groups for parents and/or students to assist parents in developing and maintaining a positive home environment, gain full parent involvement in intervention strategies, and build trust between family and schools.
6. Attends meetings at various school and community locations, traveling within the district and larger metropolitan community using own private transportation.
7. Establishes and maintains confidential records of interactions with students and families. Maintains on-going program evaluation to determine effectiveness of the program and make needed adjustments.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have experience working or interacting successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Possess a bachelor's degree or equivalent in social services, counseling, or directly related fields.
3. Possess three years of progressively responsible experience working with adolescents and families in academic, vocational, or social programs.
4. Ability to communicate effectively with parents, school staff, administration staff, and public.
5. Ability to facilitate discussion across cultures for the purpose of understanding and resolving student, family, and school issues.
6. Demonstrated knowledge of the structure, function and culture of school.



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7. Demonstrated ability to maintain confidences and understands student information privacy rights.

Part V: Desired Qualifications

1. Advanced degree in social services, counselling or directly related fields.
2. Bilingual skills in a language common to the school district.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to bend, reach, perform repetitive motions, sit, stand, move about, hear and speak.

Employee is required to perform extensive work at a computer display terminal for extended periods of time. The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Employee may be required to interact with clients, customers, and staff who are emotionally upset, angry or distraught. In such interactions, employee must be able to maintain control and decorum and professionalism.

May be exposed to infectious disease when working with students and families.

May be required to transport students and/or parents in personal vehicle subject to all policies and procedures of the district.