Appendix J: Marysville School District Job Descriptions

Marysville School District

Job Title: Student Support Advocate
Reports to: Director of Assessment & Student Support Services
Work Schedule: 7.50 hours per day, 180 days per year
Salary: Salary Schedule #06 – D – Non-Represented – NR4

Job Summary:

The Student Support Advocate will provide case management services, which is a collaborative process of assessment, planning, facilitation, care coordination, evaluation, and advocacy for options and services to meet a student's and family's comprehensive health needs. This shall be accomplished through communication and connection to available resources to reduce risk factors and increase protective factors for each student.

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Works with at-risk students and families, as well as relevant school staff and community resources, to provide meaningful, positive, and sustainable interventions
- Collaborates with building staff to identify as-risk students as defined by poor academic progress, poor attendance, resource needs, and other related criteria
- Meets with students and families to identify and fully understand the issues impacting student performance at school
- Implements programs involving students, families, community resources, and relevant staff as appropriate to address issues
- Develops systems for data collection and record keeping to document progress of services while adhering to reporting requirements and use of County-provided database and data collection tools
- Provide year-round student support services including meaningful student services during winter, spring, and summer breaks
- Monitor phone line for services needed
- Participates in relevant training as appropriate and as required
- Maintain consistent presence at assigned worksite and regular work hours
- Professionally interact with students, staff, and public
- Comply with all district policies and procedures
- Perform related duties as assigned

Desired Skills:

- Ability to effectively work with at-risk students and families
- Knowledge of local community resources and social service support systems
- Proven ability to provide case management to meet short-term behavioral heal and basic resource needs

Minimum Qualifications:

- Bachelor's degree in social work, psychology, or equivalent work experience in social services or other related field required
- Master's degree in social services preferred
- Prior experience working with a social service or community resource provider preferred
- Prior experience working in the public school system preferred
- Valid Washington State driver's license maintained for length of employment and evidence of mobility
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required trainings within thirty (30) calendar days from hire date

Work Environment:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. This is an office job. The employee is confined to a work area; required to have precise control of fingers and hand movements; experiences constant interruptions and inflexible deadlines; must be able to work at a computer monitor for prolonged periods; and must be able to crouch, crawl, bend, kneel, and lift/move objects such as files, boxes, etc. The employee is required to deal with distraught and/or angry persons and is exposed to infectious diseases carried by children. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges.

Evaluation:

The Student Support Advocate shall be evaluated periodically by the Director of Assessment & Student Support Services and/or Building Principal pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the performance of the above essential job functions.

Marysville School District

Job Title: Trauma Informed School Counselor
Reports to: Building Principals
Work Schedule: Full time position (1.0 FTE) - 180 days - 7.50 hours per day
Part time positions are prorated accordingly (refer to job posting for actual FTE)
Salary: Per Marysville Education Association Negotiated Salary Schedule

Position Summary:

The Trauma Informed School Counselor will have knowledge in trauma informed practices, school counseling, assessment, and instruction as well as skill in facilitating students to become active learners and will provide family, students, and staff services which help promote the education and social and emotional development of students. The Trauma Informed School Counselor will have knowledge and skills specific to the developmental states and social and emotional needs of students and must believe in setting high expectations for themselves and students. The Trauma Informed School Counselor will have knowledge and skills in assessing behavioral needs and interventions, and in developing and implementing complex behavior intervention plans.

Minimum Qualifications:

Valid Washington State Educational Staff Associate (ESA) certificate with School Counselor endorsement
Master's degree in Social Work, Counseling Psychology, or equivalent
Demonstrated experience providing clinical, behavioral, and consultative support to students with behavioral disabilities in an academic setting
Bilingual preferred
Excellent oral and written communication skills
Successful experience at appropriate grade level preferred
Experience and/or training with cultural, ethnic, and language diversity preferred

Desired Skills:

Knowledge of counseling, instructional, and behavioral intervention methods
Knowledge of individual and group assessment techniques, data gathering, and statistical analysis
Knowledge of current technology and computerized data management systems
Knowledge of and ability to access community agencies
Knowledge of special childhood problems including abuse, depression, etc.
Knowledge of the unique physical, psychological, and social changes students experience and a desire to help students grow in these areas
Knowledge of federal and state laws, rules, and regulations governing the education of children with disabilities including IDEA '97 and 504
Skills in communication and strength in developing and maintaining effective working relationships with students, parents, staff, and community agencies
Knowledge of State of Washington mental health delivery system
Knowledge of DSM-IV R diagnostic categories
Knowledge of best practices for counseling, treatment and environmental interventions for children with severe behavioral disorders

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:
Provide direct counseling services to students in classroom, small groups, and individually
Ability to create connected communities and positive school climates that are trauma-sensitive to keep students healthy and in school and involved in positive social networks
Provide individual, group and family based trauma informed counseling services
Partner with school, parent and community agencies to help deliver wrap-around services to students and families
Implement effective academic and behavioral practices, such as positive behavioral interventions and supports and social and emotional learning
Keep abreast of current trends in the profession and translate appropriate research to practical applications in the areas of counseling, curriculum, instruction, and assessment
Provides consultation that may include resources, training, support, and modeling of effective instructional strategies and methods to special and general education staff, parents, student, and others
Facilitate involved community effectively with staff and parents to create a partnership of support for children
Work to facilitate cooperation between the classroom teachers and parents to increase learning and improve behavioral skills
Work effectively and cooperatively with parents, teachers, administrators and support staff and as a team member
Maintain professional competence through in-service education, coursework, or professional growth activities
Assist families in obtaining appropriate community services which fall outside of the school or educational setting
Maintain consistent presence at assigned worksite and regular work hours
Professionally interact with students, staff, and public
Establish and maintain professional contacts with students
Comply with all district policies and procedures
Comply with the Code of Professional Conduct
Perform related duties as assigned

- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required training within thirty (30) calendar days from hire date

Work Environment:

Work is typically performed in and around a student learning environment including the Behavior Intervention Program; may be exposed to childhood diseases; may be required to balance and crouch, crawl, bend, or kneel; may be required to stand for prolonged periods; may be exposed to high noise levels; and may experience a multitude of demands and changing priorities with frequent interruptions. The Behavior Intervention Program provides supports for students with severe behavioral disabilities, which increases the risk of verbal and physical assault.

Evaluation

The Trauma Informed School Counselor shall be evaluated periodically by the Building Principal pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.