



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. 07-2024/25
DOCUMENT NO. 05-2024/25
DATED: 07/17/24

STUDENT ADVOCATE – SOCIAL EMOTIONAL/BEHAVIORAL (SEB)

DEPARTMENT/SITE: TK-12 School Site

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 34

WORK CALENDAR: 239 Days

REPORTS TO: Principal or designee

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the site Principal, the Student Advocate – Social Emotional/Behavioral (SEB) serves as a resource for students and parents to provide and coordinate targeted interventions and supports for social-emotional, behavioral, and attendance needs in support of student learning within a Multi-tiered System of Support (MTSS). The incumbents in this classification provide the school community with more engaged and committed students, directly supporting student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this class work closely with at-risk student mentoring, providing universal and supplemental support to assist students in the development of social-emotional/behavioral (SEB) strategies, practices, and behaviors that will help them succeed academically. This whole-child focus extends past the school site and includes reaching out to the parents of these students to engage the family as a whole.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Assists support staff (i.e., school psychologist, counselor, intervention specialist, teachers, administration, and culture & climate staff) by communicating and providing information to improve schoolwide structures and student support.
- Attends and participates in department and site trainings, meetings, and professional learning related to their job functions.
- Become familiar with district and school policies/procedures.
- Build relationships and collaborate with attendance staff, school psychologists, school counselors, intervention specialists, teachers, behavioral health staff, and administration to coordinate and implement strategies and interventions.
- Case manages students on their caseload with Tier II students' social, emotional, behavior, and attendance needs.
- Collaborates in student meetings (i.e., Student Study Teams, 504, individual educational program, or other meetings) to determine appropriate social-emotional/behavioral supports.
- Collaborates with PBIS teams to coordinate and match students needing Tier II social-emotional, behavior, and attendance services to determine appropriate interventions and supports.
- Communicates student progress with appropriate staff and parent/guardian.
- Conducts student observations, collects, reviews, and analyzes student outcome data with outlined intervals, and monitors student progress to adjust and/or identify student supports (fade, maintain, or intensify intervention) and make necessary recommendations to Tier PBIS teams for future action.
- Encourages parental involvement in their student's educational programs, scheduling meetings with

- parents and school staff, including home visits with students and/or parents if warranted or directed.
- Establish collaborative relationships with families, students, and the community to assist students; refer and link students and families to community resources and agencies
- Manage assigned projects, maintain and review documents for accuracy of information, and process paperwork in a reasonable, timely manner to meet the needs of the students, families, and sites.
- Maintain notes and data and promptly document student services on assigned data tracking tools and student informational systems.
- May work flexible schedules, including evenings and weekends, in order to contact parents and students.
- Plans learning/activities using an evidence-based curriculum for small groups and facilitates small group skill building.
- Prepares and maintains various data collection for program records, including parent evaluations, attendance, behavior, academics, and home visits, ensuring accurate data collection and submission for State reports.
- Provides assistance to other support staff and responds to student misbehavior by implementing student responses aligned to District Discipline Matrices.
- Provides direct intervention and support to students in a timely manner with social, emotional, behavioral, and attendance needs utilizing evidence-based practices aligned to the MTSS framework.
- Provides families, students, and staff with high-quality, courteous, and professional service to ensure students receive interventions and support that meet their social, emotional, behavioral, and attendance needs.
- Serves as an active member of the school site's PBIS teams and coordinates (i.e., planning agenda, scheduling meetings, note taking, preparing data for analysis, conducting student profile reviews) meetings and works alongside the site administrator to prepare and plan meetings.
- Uses multiple sources of student data to monitor student progress and provide specific support for the student.
- Works directly with staff to ensure appropriate implementation of program goals.
- Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit and the District, including various mandatory District training.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Basic understanding of Multi-Tiered System of Support (MTSS)
- Basic understanding of small-skill group facilitation
- General issues relative to children and adolescent social-emotional wellness and behavior
- Policies and objectives of the assigned program and activities
- The diverse backgrounds of District students
- Interpersonal and intrapersonal skills using tact, patience and courtesy, self-management, decision-making, problem-solving, relationship management
- Accurate record-keeping requirements established by the District and external agencies
- Knowledge and skill at using a personal computer and standard office productivity software plus programs for accessing student information
- Correct English usage in oral and written communication skills, grammar, spelling, punctuation and vocabulary

Skills and Abilities to:

- Actively participate in meeting the District's Community Compact goals and outcomes
- Apply integrity and trust in all situations
- Communicate, understand, and follow both oral and written directions effectively
- Communicate using patience and courtesy in a manner that reflects positively on the organization
- Communicate with students, staff, parents, and the public in a manner that reflects positively on the department and District

- Establish rapport and work effectively with individual students, groups of students, and families
- Establish and maintain cooperative and effective working relationships with a diverse range of people
- Learn District and state rules, regulations, and policies regarding students
- Organize, design, and present orientations and in-service training to small groups
- Plan, organize, and prioritize work to meet schedules and timelines
- Work effectively with and recognize the needs of culturally and economically diverse groups
- Interpret and communicate bilingually when needed from and to English and a second language (typically Spanish) for students and parents with limited or no ability to communicate effectively in English may be required

RESPONSIBILITY:

Responsibilities include working under limited supervision following standardized practices and/or methods, providing information and /or advising others, and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)

EDUCATION REQUIRED:

Bachelor's degree in one of the following fields: child development, teaching, psychology, counseling, social services, behavioral science, or related.

EXPERIENCE REQUIRED:

One (1) year of experience working with students in one of the following: teaching, counseling, tutoring, or educational professional internship.

LICENSE(S) REQUIRED:

- Valid, current California Driver's License to drive a personal vehicle to meetings, training, or home visits

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score, including a second language (usually Spanish) bilingual proficiency exam may be required
- After an offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)
 - Pre-employment physical exam B through the District's provider

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Work is generally performed in an indoor office environment, requiring extensive sitting, some walking, and standing
- Work is also performed outdoors, interacting with students and staff requiring physical dexterity to participate in various games and activities
- Light lifting, carrying, pushing, and/ or pulling
- Some stooping, kneeling, crouching, and/or crawling to access files
- Manual dexterity to operate a computer keyboard and handle paperwork in the office.
- Hearing and speaking to exchange information in person or on the telephone
- Visual acuity to see/read documents and computer screen