

## STUDENT SUPPORT FACILITATOR

### JOB SUMMARY

Under the supervision of a credentialed Pupil Personnel Services (PPS) provider, the Student Support Facilitator provides support for at-risk students and their families. The Student Support Facilitator facilitates individual and group counseling sessions and workshops and provides resources to develop students' behavioral, social and academic skills. The Student Support Facilitator provides guidance and education on issues such as self-esteem, decision making, coping strategies, conflict resolution, problem solving, substance abuse, and anger management.

### REPRESENTATIVE DUTIES

The position description describes the general nature of work performed.

### ESSENTIAL FUNCTIONS

The Student Support Facilitator may perform any combination of the following:

- Communicate with students regarding issues of a personal nature and provide resources as needed. Refer issues of a serious nature to Pupil Personnel Services.
- Assist in the development of and facilitate group counseling sessions on topics such as making healthy choices, self-esteem, communication skills, relationships, conflict resolution, stress management and other social skills topics.
- Facilitate solution-focused counseling groups for academic and social-emotional skill building.
- Provide check-ins for students needing individualized and/or follow up support.
- Make informational presentations to students, parents, teachers and the public to publicize student services resources and activities.
- Conduct school success workshops and provide classroom presentations.
- Collect data on the prevention and intervention services provided to students at school sites and maintain associated files and records.
- Collaborate with PPS team on student referrals, counseling resources and intervention programs and services.
- Consult with teachers, PPS team, admin and parents regarding student concerns and referrals.
- Perform other job-related duties as assigned.

### JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

#### KNOWLEDGE OF:

- Adolescent development principles and practices.
- Problems and concerns of students with challenging behavior, adjustment, and self-esteem issues.
- Counseling techniques used in assisting students with their social, behavioral and academic development.
- Basic small group instructional training methods and techniques.
- Presentation and facilitation techniques
- Applicable child social-emotional learning strategies.
- Basic Positive Behavioral Intervention & Supports (PBIS) tiered systems.
- Student behavior management strategies and techniques.
- At-risk student behaviors.
- Classroom procedures and appropriate student conduct.

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- The subjects taught in secondary schools (general knowledge of).
- Interpersonal skills such as empathy, listening, tact, patience and courtesy.
- Child Protective Services reporting practices and procedures.
- District policies, regulations and procedures related to assigned position.
- Correct English usage, spelling, grammar, vocabulary, and punctuation.
- Basic computer skills.
- Basic filing and record keeping methods.

### ABILITY TO:

- Work with students and implement effective strategies to improve their self-confidence and social interaction skills.
- Observe, monitor and report student behavior and progress according to approved policies and procedures.
- Apply effective counseling methods to assist students with their social, behavioral and academic development.
- Demonstrate skills in de-escalation and crisis prevention techniques.
- Collaborate with PPS team on student referrals, counseling resources and intervention programs and services.
- Consult with teachers, PPS team, admin and parents regarding student concerns and referrals.
- Conduct and facilitate small group sessions and classroom presentations.
- Demonstrate an understanding, patient and receptive attitude toward students.
- Follow District policies, regulations and procedures related to assigned position.
- Communicate effectively both orally and in writing.
- Establish and maintain effective working relationships with others.
- Understand and follow oral and written instructions.
- Perform a variety of clerical duties related to assigned activities.
- Operate a variety of classroom and office equipment, a computer and assigned software.

### EDUCATION AND EXPERIENCE

Any combination equivalent to: the completion of twelfth grade supplemented by appropriate college courses in the behavioral sciences, guidance, counseling or other related field; training in youth counseling, psychology, or related field; and direct experience counseling youth.

### DISTINGUISHING CHARACTERISTICS

The **Student Support Facilitator** provides information, counseling, resources and guidance to students who need to develop their behavioral, social and academic skills. There are no classified positions above or below from which to distinguish this job classification.

### REQUIRED TESTING

Pre-employment testing and assessment is required to demonstrate the minimum qualifications for the position.

### CONTINUING EDUCATION/TRAINING

Participation in ongoing job-related training as assigned.

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**CLEARANCES**

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including tuberculosis (TB) and drug screen clearances.

**WORKING ENVIRONMENT**

The usual and customary methods of performing the job functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands: Frequency Definitions Based on an 8-Hour Day:

Never = 0%

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	stooping/bending, squatting/crouching, climbing/balancing, kneeling, twisting back
Seldom/Occasionally	pushing and pulling, reach above shoulder, reach at shoulder
Occasionally	walking, standing, lifting 11-25 lbs. at waist height, carrying 11-25 lbs. up to 25 feet, lifting up to 10 lbs. overhead or at shoulder height, carrying up to 10 lbs. up to 25 feet
Occasionally/Frequently	handling/simple grasping, sitting, neck flexion/rotation, fingering/fine manipulation, reach below shoulder

**AUDITORY OR VISUAL REQUIREMENTS**

Auditory ability is required to communicate with students, staff, parents, and to respond to telephone calls, safety bells and emergencies. Vision ability is required to see near, distant, color, depth and peripherally.

**ENVIRONMENTAL CONDITIONS**

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes bolting away, and/or abusive language. Employees in this classification will use their own vehicle to travel to and from various sites as a regular part of their assignment.