

Job Description Bismarck Public Schools

Social Emotional Strategist – Resource Room Support

The Social Emotional Strategist will assist teams in developing and implementing behavior intervention plans, providing social emotional instruction, and provide social skill training to groups and individual students. The Social Emotional Strategist would be an active member of IEP teams, Student Assistance Teams, and work closely with Special Education Teachers.

Purpose Statement

The job of Social Emotional Strategist is done for the purpose/s of serving as a collaborative partner with resource room staff; providing social and emotional regulation instruction; facilitating administrative processes; developing individual student plans; supporting a multi-tiered system of intervention; ensuring operation is in compliance with county, state and/or federal requirements; providing extensive counseling to identified students who are placed in the school programs for students with significant social, emotional, and behavioral challenges; and providing strategic services for students that identify and address the social emotional environmental issues that interfere with the educational process.

This job reports to the Building Principal.

Essential Functions

- Provides direct instruction on social skills and/or emotional regulation for groups or individual students.
- Engages in Functional Behavior Assessments to develop individualized Behavior Intervention Plans.
- Provides services and engages in work under the Federal and State guidelines for students with disabilities.
- Maintains individual student progress data and reports progress to stakeholders.
- Facilitates interventions within a multi-tiered system framework, to include training and supervising other staff delivering interventions.
- Evaluates effectiveness of interventions at the individual and school wide level.
- May require serving as case manager for student programming.
- Assesses student and family needs (e.g. administers various evaluation protocols such as child/family/teacher interviews, behavioral scales, functional behavioral assessment, etc.) for the purpose of developing and implementing individualized plans of services to support educational objectives.
- Assists with school and home crisis intervention plans (e.g. issues such as health, runaway child, abuse/neglect of a child, domestic violence, family member suicide, etc.) for the purpose of creating necessary support for students/families in crisis.
- Coordinates training opportunities for staff, parents and/or students (e.g. parenting skills, community resources, district programs, social skill development, increased mental health awareness, etc.) for the purpose of assisting parents in maintaining a positive home environment, building trust between family and district and supporting child's educational program.
- Maintains case records and documentation (e.g. adhere to confidentiality standard on NASW Code of Ethics as well as Bismarck Public Schools Special Education policy, etc.) for the purpose of documenting activities and complying with mandated requirements.

- Participates in meetings, training and seminars as assigned (e.g. building level meetings with families and school personnel addressing student needs including assisting in the student evaluation process, intervention plans, behavior plans, building attendance team, and classroom management strategies, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Responds to requests for intervention in situations that could negatively impact the student's education plan (e.g. coordinate the wrap-around process to support identified higher risk students and families, provide social skill instruction to classes, provide meetings, resiliency training and motivational training for at-risk students, develop behavior intervention and support plans, etc.) for the purpose of addressing needs of the student.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: excellent human relations, oral and written communication skills; and experience and training which demonstrates successful use of clinical skills in working with such students and/or their families, other programs, and agencies.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of Bismarck Public Schools and the local agencies providing services to youth and their families; excellent clinical knowledge and skill in working with students experiencing significant social emotional and behavioral issues and their families; and working knowledge of federal, state and local laws, policies and regulations related to special education in general and serious emotional disabilities specifically.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: assist in developing and monitor individualized education programs (IEP's) that include appropriate social skills, behavioral and academic goals; and being familiar with surface management strategies, as needed.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined

budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 40% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience: Experience in schools, preferred.

Education: Must have a degree in social work or a degree in teaching.

Certificates and Licenses: ND Licensure

Clearances: Criminal Justice Fingerprint/Background Clearance

FLSA Status: Exempt

Salary Grade: PJ on the Professional Support Staff salary schedule or appropriate placement on Teacher Salary Schedule.