

SECTION I: GENERAL INFORMATION

Position Title: Student and Family Support Specialist	Department: Special Programs
Reports to: Building Principal	FLSA Status:
Classification: Teacher	Bargaining/ Work Unit: Teacher
Position Last Updated: July 2025	Next Position Description Update: n/a

SECTION II: JOB SUMMARY

The Student and Family Support Specialist is a licensed position (teaching or social work) designed to increase student engagement and success by implementing school-wide social-emotional learning (SEL) and behavior interventions and supports. This role collaborates closely with families, staff, and community agencies to address behavioral, emotional, academic, and attendance needs—particularly for students requiring Tier 2–3 interventions or facing challenges like homelessness.

Operating with professional independence under the supervision of the building principal, the specialist models SEL strategies, monitors student progress, and fosters an inclusive and supportive school environment.

SECTION III: DUTIES AND RESPONSIBILITIES

- Develops and maintains knowledge of District policies, protocols, and procedures relevant to the position to perform responsibilities confidently, independently, and within the scope of the role.
- Builds and maintains positive working relationships with students, families, school staff, and community organizations to promote a supportive and inclusive school environment.
- Demonstrates cultural competence by building relationships across diverse backgrounds, adapting strategies to meet the needs of all students, and engaging in professional learning related to equity and inclusion.
- Uses technology tools proficiently to support communication, data collection, planning, and collaboration with colleagues and families.
- Supports the implementation of school-wide social-emotional learning (SEL) practices and positive behavior interventions aligned with the school's MTSS (Multi-Tiered Systems of Support) framework.
- Provides Tier 1 and Tier 2 supports that promote student engagement, positive behavior, and social-emotional skill development.

- Monitors student behavior and engagement data to identify students in need of additional support and collaborates with staff to plan timely, appropriate interventions.
- Supports small social skills groups and individualized behavior plans under the direction of building leadership and in collaboration with student support teams.
- Provides non-clinical 1:1 support to students related to behavior, attendance, and school engagement, and helps implement strategies that promote positive outcomes.
- Models and promotes SEL strategies in classroom and common spaces (e.g., lunchroom, recess), and supports staff in using these practices.
- Assists with outreach and engagement of families to increase participation in student supports, and connects families to school and community resources.
- Supports the coordination and implementation of Tier 2–3 SEL and behavior interventions, including tracking progress and participating in intervention planning.
- Collaborates with building teams to support students experiencing challenges related to attendance, behavior, or engagement, including those impacted by housing instability.
- Participates in building-based teams such as SEL or student support teams, contributing data and insights to help guide student support decisions.
- Supports understanding and implementation of school behavior expectations and equitable discipline practices.
- Provides post-incident student support under the direction of building leadership and in coordination with appropriate staff.
- Performs other duties as assigned that align with the scope and responsibilities of the position.

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

Knowledge

- Knowledge of trauma-informed, culturally responsive, and developmentally appropriate social-emotional supports for students and families.
- Knowledge of student engagement strategies and multi-tiered systems of support (MTSS), including Tier 1–3 interventions.
- Knowledge of alternative discipline approaches and effective conflict resolution techniques.
- Knowledge of evidence-based classroom management practices.
- Knowledge and/or experience with bully prevention strategies, Collaborative Problem Solving, and individual and group support approaches.
- Knowledge of and/or willingness to learn about procedures related to child safety and mandated reporting (e.g., suicidality, self-harm, and child protective services).
- Knowledge of and/or willingness to learn about federal and state laws, and district policies related to special education, Section 504, and student support services.

- Knowledge of and/or willingness to learn principles of effective leadership and strategies for addressing conflict in team and staff settings.
- Commitment to the District's mission, vision, and values, including equity, inclusion, and culturally affirming practices.

Skills

- Strong interpersonal and communication skills to effectively engage students, families, and colleagues.
- Demonstrated skill in conflict resolution, youth engagement, and group facilitation.
- Effective use of culturally responsive communication when interacting with students and families from diverse backgrounds.
- Skilled in collaboration and consultation with teams to support student success.
- Proficient in professional written communication and documentation.
- Demonstrated ability to maintain professionalism, confidentiality, and sound judgment in complex or challenging situations.
- Effective use of technology in alignment with district communication tools and acceptable use policies.

Abilities

- Ability to work across racial, ethnic, economic, and linguistic differences, and actively address implicit bias in daily practice.
- Ability to build strong, positive relationships with students, families, staff, and community members.
- Ability to collaborate within multidisciplinary teams to design and implement student supports.
- Ability to prioritize and manage multiple tasks, remain flexible, and adapt to the changing needs of students and schools.
- Ability to maintain a high level of reliability, professionalism, and integrity in all aspects of work.
- Ability to travel to various school sites and district locations as needed.

SECTION V: EDUCATION/LICENSURE REQUIREMENTS

- Current Minnesota teaching license or Minnesota school social work license required.
- Bachelor's degree from an accredited four-year college or university.

SECTION VI: EXPERIENCE REQUIREMENTS

- Experience working in school settings and/or with school-aged children
- Experience working across racial, ethnic, economic, and linguistic differences
- Experience working with students individually and in groups
- Experience working with parents/caregivers to support social emotional wellness and academic achievement
- Experience providing social, emotional, and academic supports to students
- Experience working with students who have experienced trauma and toxic stress
- Experience operating from a strengths-based perspective

SECTION VII: PHYSICAL REQUIREMENTS & WORK ENVIRONMENT

Physical Requirements:

- Work is typically performed in an inside, temperature-controlled environment.
- Some duties may take place outdoors and may require supervision or support during arrival, dismissal, or recess/lunch periods.
- Occasional lifting and moving of materials and/or equipment, typically less than 30 pounds may be required.

Work Environment:

- School-based setting with a focus on non-clinical, student-facing support.
- Travel to other school or district locations may be required based on student or program needs.

SECTION VIII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District's mission. Richfield Public Schools inspires and empowers each individual to learn, grow and excel.
- Perform assigned responsibilities in a manner consistent with the District's established Core Values.
- Advance the District's mission and values through careful attention to the key issues of Learning, Environment, and Resources.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned. The physical demands and work environment described here are representative of those that must be met or will be encountered while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

At the sole discretion of the District, the qualifications may be waived or alternate qualifications may be considered.